Maryland Report Card

Dorchester County
2014 Progress Report

2014 School Progress

	Percent Reading	Proficient Mathematics	Partici p	oation Rate Mathematics	Graduation
All Students	Not Met	Not Met	Met	Met	Met
American Indian or Alaska Native	na	na	na	na	na
Asian	Not Met	Not Met	na	na	na
Black or African American	Not Met	Not Met	Met	Met	Not Met
Hispanic/Latino of any race	Not Met	Not Met	Met	Met	na
Native Hawaiian or Other Pacific Islander	*	*	*	*	
White	Not Met	Not Met	Met	Met	Met
Two or more races	Not Met	Not Met	Met	Met	na
Free/Reduced Meals	Not Met	Not Met	Met	Met	Met
Special Education	Not Met	Not Met	Met	Met	na
Limited English Proficient	Not Met	Not Met	na	na	na
	All Students	S Attendance	Rate	M	let

	County	County	State	State
Attendance Rate %	2014	2013	2014	2013
Elementary	94.7	94.3	95.7	95.5
Middle	93.7	93.7	95.4	95.1
High	93.5	92.5	92.7	92.5
Teacher Qualifications				
% of certificates:				
Standard Professional	34.0	36.8	27.2	28.4
Advanced Professional	50.0	56.4	65.5	65.1
Resident Teacher	0.0	0.0	0.7	0.8
Conditional Teacher	0.0	1.1	1.0	0.9
% of classes NOT taught by highly	qualified te	achers:		
All Quartiles	6.2	9.7	7.6	6.2
Elementary Low Poverty	*	*	3.0	2.4
Elementary High Poverty	0.0	7.1	11.4	6.6
Secondary Low Poverty	*	*	6.0	5.6
Secondary High Poverty	4.3	6.5	15.7	14.0
Cohort Graduation Rate%				
Class of 2013 (4-Year Rate)		83.81		84.97
Class of 2013 (5-Year Rate)	83.86		87.48	

"na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category.

School Progress

With the new accountability program approved under Maryland's Elementary and Secondary Education Act (ESEA) Flexibility Application in 2012, student achievement on reading and mathematics, and other academic indicators of attendance rate and graduation rate are measured under School Progress. The Annual Measurable Objectives (AMOs) reflect school specific baseline data from 2011 with a target year 2017. In 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments and were not tested on the MSA in that content. Therefore there is not complete data for the State as a whole. Progress is still reported against AMOs for all students statewide, at the LEA level and at the school level in the subject not field-tested. The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, School Progress can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

Annual Measurable Objectives (AMOs)

The AMOs are on a trajectory toward 2017, the time by which each individual school is expected to reduce its percent of non-proficient students for each of its subgroups and overall by half. The progress of each school toward meeting its own unique targets provides valuable information over time on the effectiveness of instructional strategies, the inherent needs of the students, and the extent to which the school is fulfilling those needs. For 2013-2014, a select number of students in most schools field-tested the new PARCC Assessments. Due to the non-participation of all students within a school, AMOs were <u>not</u> measured in the subject area field tested at the school level in schools that field-tested. The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, progress on AMOs can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

Participation Rate

Participation Rate is based on the number of students enrolled on the day of testing. Federal regulations require that at least 95 percent of the students enrolled on the testing day take the test. Students who are unable to take the test at the regular time or during the make-up time because of a medical emergency do not count against the school's participation rate. Students who took the PARCC field test in place of the MSA do not count against the school's participation rate.

Attendance Rate

Attendance Rate is the percentage of students in school for at least half of the average school day during the school year. Attendance is a school accountability measure for elementary and middle schools. Yearly targets are set for attendance so that by the end of school year 2013-14, the State, schools, and school systems should have achieved and maintained an attendance rate of at least 94 percent.

Teacher Qualifications

The percentage of teachers in each category is based on the number of teachers who have credentials and are teaching core academic subjects as defined by the federal government under the No Child Left Behind Act. The core academic subjects are English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. Teachers who are teaching other subjects are not included in the totals.

Standard Professional Certificate: A Standard Professional Certificate indicates the teacher meets all certification requirements.

Advanced Professional Certificate: The Advanced Professional Certificate requires three years of satisfactory professional school-related experience, and a master's degree or a minimum of 36 semester hours of post baccalaureate course work.

Resident Teacher Certificate: The Resident Teacher Certificate is issued to a teacher in an approved alternative preparation program at the request of a local school system superintendent.

Conditional Teacher Certificate: The Conditional Certificate is issued only at the request of a local school system superintendent to an applicant who has a bachelor's degree but does not meet all certification requirements.

Highly Qualified Teachers: "Highly qualified" is specifically defined by federal law. Teachers must meet minimum requirements both in content knowledge and teaching skills. Teachers must have a bachelor's degree, full State certification, and demonstrate content knowledge in the subjects they teach.

Cohort Graduation Rate

The U.S. Department of Education now requires each state to use an adjusted cohort graduation rate for school accountability. The adjusted cohort graduation rate ensures that all students who entered 9th grade together are counted in the graduation rate at the end of 4 years and at the end of 5 years.

The cohort graduation rate data for 2013 is the 4-year rate for the student cohort entering grade nine for the first time in fall 2009 and graduating no later than 2013. The 2013 5-year rate is the same cohort graduating no later than 2014.

MSA Proficiency Levels

Reading

Mathematics

COUNTY % Basic % Proficient % Advanced % STATE % Grade Grade 3 2014 3 2014 31.9 59.9 8.2 22.8 62.3 14.8 2013 31.7 59.3 8.9 2013 17.4 60.5 22.1 4 2014 31.1 52.8 16.0 4 2014 13.7 55.5 30.8 2013 2013 29.8 21.3 62.1 16.7 11.8 58.4 5 2014 20.7 42.4 5 2014 34.5 54.4 36.9 11.0 2013 20.7 35.9 43.4 2013 11.6 31.8 56.6 6 2014 27.1 46.2 26.7 6 2014 16.8 39.5 43.7 2013 26.5 43.9 29.6 2013 40.6 43.5 15.9 7 2014 34.3 41.0 7 2014 21.2 35.9 42.8 2013 33.2 2013 36.9 48.1 19.9 46.8 15.0 8 2014 39.9 28.5 8 2014 36.6 40.3 31.6 23.1 46.1 2013 28.9 37.0 34 1 2013 34 9 19 0 *E 2014 *E 2014 28.6 27.3 55.3 17.4 54.1 17.4 2013 2013 31.2 51.6 17.2 17.0 55.3 27.8 3 2014 30.0 59.3 10.6 3 2014 25.8 54.8 19.4 2013 29.5 20.8 2013 53.3 28.9 4 2014 32.2 37.2 52.3 10.5 4 2014 19.4 48.4 20.9 41.3 2013 42.1 46.7 37.8 11.2 5 2014 54.6 5.7 5 2014 27.2 52.9 19.9 39.7 2013 22.7 57.9 19.4 2013 19.1 55.5 25.3 6 2014 44.6 6 2014 51.8 32.2 46.4 21.4 2013 30.0 46.3 23.7 2013 22.9 48.0 29.1 7 2014 65.8 7 2014 36.9 43.5 29.5 56.8 49.3 2013 13.7 2013 27.4 57.8 29.8 12.3 41.3 32.8 25.9 8 2014 8 2014 34.0 26.1 36.4 30.6 39.9 33.0 2013 2013 *A 2014 24.0 54.9 *A 2014 15.8 54.4 29.8 21.2 54.9 53.4 30.8 2013 21.5 23.6 2013 15.8 5 2014 50.0 47.7 5 2014 35.8 54.9 9.3 39.3 54.1 2013 33.0 56.4 10.6 42.2 56.0 30.6 62.8 6.6 8 2014 8 2014 33.6 63.8 28.6 64.6 6.7 2013 2013 19.5 67.4 13.1 61.7 22.9 *R 2014 *R 2014 15.4 60.0 21.9 12.9 17.4 60.7 2013 27.1 2013 100 50 50 50 100 50 100

Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal set for all students.

Maryland School Assessment (MSA)

The MSA measures what students in grades 3-8 know about reading and mathematics. High school performance is measured by the English and Algebra/Data Analysis High School Assessment (HSA). Science was measured in grades 5 and 8 and by the Biology HSA starting in 2012. Science is not part of School Progress. Performance is reported as the percent of students in each grade who achieved the Basic, Proficient, or Advanced standard. All students should be achieving at the Proficient or Advanced standard. High school special education students working on grade level content who may need an assessment that is more accessible for a student with disabilities may be eligible to take the Mod-HSA. This is determined by the Individualized Education Program (IEP) Team.

100 • E: English; • A: Algebra/Data Analysis; • B: Biology **Description of MSA Proficiency Levels** Reading: English: Mathematics: Algebra/Data Analysis: Science: Biology: Students are unable to read Students have difficulty Students show they have only Students show they have only partially Students show they need more work Students demonstrate a minimal understanding of biology and understand literature comprehending grade partially mastered the skills and mastered the skills and concepts to attain proficiency. They use concepts, principles, and/or skills. Student responses indicate and passages of information appropriate literature and concepts that Maryland expects defined in the Maryland Algebra/Data minimal supporting evidence, and limited synthesis of information and understanding of scientific that are written for students applying language choices students to know and be able to Analysis Core Learning Goals responses provide little or no terminology in their grade. when writing. do at this grade level. synthesis of information. Students can read text Students can comprehend Students show they have an Students show they have an Students use supporting evidence Students demonstrate a realistic and rigorous level of written for students in their understanding of fundamental algebra that is generally complete with some achievement by providing evidence of an understanding of grade appropriate literature understanding of fundamental grade level skills and concepts biology concepts and the ability to use scientific evidence to grade, and they can / data analysis skills and concepts and integration of scientific concepts, and apply appropriate demonstrate the ability to language choices when and can generally solve entrycan generally solve entry-level principles, and/or skills generally integrate scientific concepts, principles, and/or skills. understand literature and level problems in mathematics. problems in algebra/data analysis Student responses indicate some synthesis of information and writing. passages of information. understanding of scientific terminology. Students show they can regularly Students can regularly read Students can regularly Students can regularly solve complex Students use scientific evidence to Students demonstrate an exemplary level of achievement by providing evidence of a complete understanding of biology text that is above their grade comprehend and interpret solve complex problems in algebra/data analysis problems and demonstrate a full integration of level, and they can complex literature and mathematics and demonstrate demonstrate superior ability to reason scientific concepts, principles, and/or concepts and the ability to use scientific evidence to fully demonstrate the ability to superior ability to reason consistently apply mathematically integrate scientific concepts, principles, and/or skills. Student appropriate language choices mathematically. understand complex responses indicate a complete synthesis of information and literature and passages of to write effectively understanding of scientific terminology information.

Alt-MSA Proficiency Levels

COUNTY % Basic % Proficient % STATE % Grade Grade 3 2014 3 2014 26.5 10.3 63.2 2013 60.3 2013 13.4 26.3 4 2014 4 2014 11.9 24.3 63.8 Reading 2013 2013 22.1 67.7 10.2 5 2014 5 2014 25.0 63.6 11.4 2013 2013 12.6 26.5 60.9 6 2014 6 2014 13.3 23.5 63.2 2013 2013 25.9 10.3 63.8 7 2014 7 2014 12.2 66.9 2013 2013 24.8 67.3 7.9 8 2014 8 2014 12.6 24.6 62.8 2013 2013 25.5 63.3 11.2 10 2014 10 2014 26.6 54.5 18.8 2013 56.3 2013 20.9 22.8 **Mathematics** 3 2014 3 2014 12.5 35.9 51.6 2013 2013 19.2 36.8 44.1 4 2014 4 2014 33.9 51.4 14.7 2013 15.5 36.8 47.7 5 2014 5 2014 18.9 40.3 40.8 2013 2013 19.7 40.9 39.4 6 2014 6 2014 37.0 47.0 16.0 2013 2013 17.2 36.1 46.7 7 2014 7 2014 13.3 31.9 54.9 2013 2013 33.9 51.8 14.3 8 2014 8 2014 17.8 35.7 46.5 36.4 48.1 15.5 2013 2013 10 2014 10 2014 22.2 34.3 43.5 45.2 2013 31.0 2013 23.8 42.5 5 2014 5 2014 37.9 2013 22.7 44.2 33.1 41.0 39.2 8 2014 8 2014 19.8 22.3 40.4 37.3 2013 2013 10 2014 10 2014 28.7 37.3 34.0 32.4 34.3 2013 2013 33.3 50 100 50 100 50 100 100

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all students.

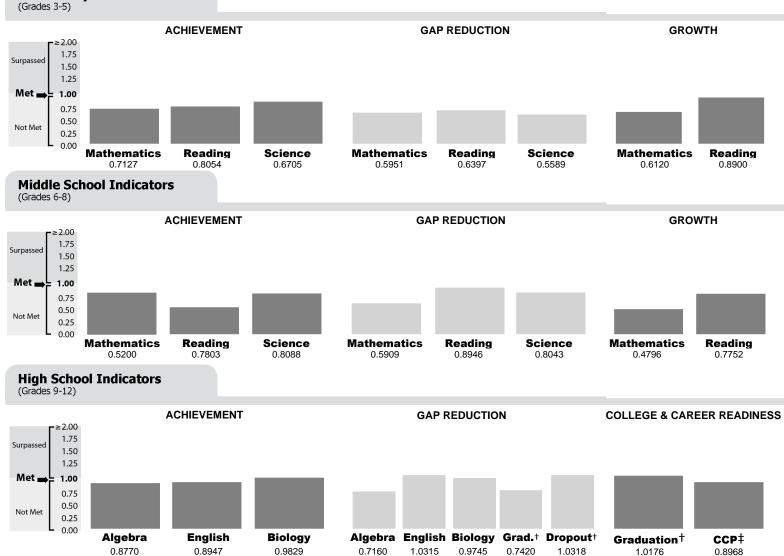
Alternate Maryland School Assessment (Alt-MSA)

The Alternate Maryland School
Assessment (Alt-MSA) is taken by
students with disabilities who cannot
take the MSA even with the special
accommodations they receive as part of
their regular classroom instruction. The
test measures the student's mastery of
reading and mathematics content
standards or appropriate access skills.
Eligible students take the test in grades
3-8 and once during the high school
grade band. Performance is reported as
the percent of students in each grade
who achieved the Basic, Proficient, or
Advanced standard.

**E: English; *A: Algebra/Data Analysis; *B: Biology

2014 School Progress Index (SPI)

Elementary School Indicators



School Progress Index (SPI)

The new Maryland School Progress Index is based on high expectations and multiple measures that include student achievement data in Reading, Mathematics, and Science; growth data in English/Language Arts and Mathematics; and gaps, based on the gap score between the highest-achieving and lowest achieving subgroup in mathematics, reading, science, cohort graduation and cohort dropout rates. Maryland's School Progress Index will differentiate schools into one of five strands which determine the system and State support schools receive. The State affords top-performing schools greater flexibility while lower performing schools receive progressively more prescriptive technical assistance, expectations, and monitoring.

The School Progress Index evaluates schools on a continuous scale based on the variables of Achievement, Growth, Gap Reduction, and College- and Career-Readiness. The Indicators are specific to Elementary and Middle Schools or High Schools. Each Indicator is comprised of specific Measures for Elementary and Middle schools or High Schools. An index score of 1.0 is indicative

of meeting all the targets, whereas a score greater than 1.0 means the school surpassed its targets.

Achievement: Achievement represents the acquisition of the skills and knowledge students have acquired. The Achievement Indicator represents the school's performance for "all students" on the MSA, Alt-MSA, and Mod-HSA in meeting Mathematics, Reading, and Science proficient and advanced levels relative to the school's targets. Achievement is measured in all grades.

Growth: Growth represents a student's progress from one year to the next. The Growth Indicator represents all students' growth within an elementary or middle school in attaining Mathematics Proficiency and Reading Proficiency.

Gap Reduction: Gap Reduction represents a decrease in the difference between the highest-achieving subgroup and the lowest achieving subgroup by content areas. The Gap Indicator represents the differences between the highest and lowest performing subgroups in Mathematics Proficiency, English/Language Arts Proficiency, and Science Proficiency at all grade levels and the five-year adjusted cohort graduation rate and four year adjusted cohort dropout rate for high schools.

College- and Career-Readiness (CCR):

College- and Career-Readiness represents a combination of measures that ensure students are college and career ready upon graduation. Measured in high schools, CCR consists of the 5-year adjusted cohort graduation rate and College and Career Preparation (CCP). CCP is a measurement of a student who has exited high school with a Maryland State High School Diploma and met success in one of the following areas: Earning a 3 or better on an Advanced Placement (AP) Exam or a 4 or better on an International Baccalaureate Exam; Attaining advanced standing in a Career and Technology Education (CTE) Program of study; or Enrolled in a post-secondary nstitution (2-year, 4-year, or technical) within 16 months of graduation.

Strands for Intervention, Support, and Recognition

The School Progress Index (SPI) and the school's result on each of the Indicators of the Index will give the school a very clear picture of its progress toward meeting targets. Once the School Progress Index is calculated (with values of 0 to 1 or greater), the scores will be broken into five strands for identifying interventions, support, and recognition to schools (Not applicable for LEAs). Schools in Strand 1 will be schools meeting all targets and schools not meeting any of their targets will be in Strand 5. Although schools will, as always, have very unique profiles, the Maryland State Department of Education (MSDE) will group the schools based on a measure of the magnitude of the issues these schools face when meeting their targets. This Strand categorization allows MSDE and the Local Education Agency (LEA) to differentiate resources to schools by magnitude of need while precise diagnosis occurs at the school.

Please note, for school year 2013-2014, SPI was only calculated for the State, LEA, High Schools and Schools that double tested (took the MSA and the PARCC field test). The seven School Improvement Grant (SIG) Schools and Carroll County Schools double tested and therefore have complete MSA data. High Schools did not participate in the field test and therefore have complete accountability data. The population at the State and LEA level was not greatly impacted by the field test. Therefore, SPI can be calculated for school year 2013-2014 for the seven SIG schools, all Carroll County Schools, High Schools, the State, and the LEAs.

[†]College and Career Preparation (CCP) – 2012 [‡]Data from 2013

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School Progress						Attendance	Rate %	Sch 2014	ool 2013	Co 2014	ounty 2013	Sta 2014	ate 2013	2014 School	l Progress I	ndex (SPI)
	Percent P Reading	Math	Reading		Graduation	Elementary Middle		*	*	94.7 93.7	94.3 93.7	95.7 95.4	55.5	SPI: 0.9399 Values 1.0000 ar	Strand: nd above met the		
All Students	Met	Not Met	Met	Met	Met	High		94.2	92.7	93.5	92.5	92.7	92.5	High	Achievement	Gap Red.	CCR
American Indian or Alaska Native	na	na	na	na		Teacher Qua								Algebra English	0.8805 0.9415	0.7133 0.9667	
Asian	na	na	na	na	na	Standard Pro	fessional	39.0	31.3	34.0	36.8	27.2	28.4	Biology	1.0199	0.9607	
Black or African American	Met	Not Met	Met	Met	Not Met	Advanced Pro Resident Tea		36.6 0.0	54.2 0.0	50.0 0.0	56.4 0.0	65.5 0.7	65.1 0.8	‡Dropout ‡Graduation		0.9554	1.0116
Hispanic/Latino of any race	Met	Met	na	na	na	Conditional 1 % of classes NO	eacher OT taught by high	0.0 nly qualified	0.0 d teache	0.0 ers:	1.1	1.0	0.9	† _{CCP}		1.0330	0.8656
Native Hawaiian or Other Pacific Islander	*	*	*	*		All Quartiles Elementary L	ow Poverty	13.2	21.9	6.2 *	9.7 *	7.6 3.0	6.2 2.4				
White	Met	Met	Met	Met	Met	Elementary H	,	*	*	0.0	7.1	11.4	6.6				
Two or more races	na	na	na	na	na	Secondary Lo	w Poverty	*	*	*	*	6.0	5.6				
Free/Reduced Meals	Met	Met	Met	Met	Met	Secondary H	gh Poverty	*	*	4.3	6.5	15.7	14.0				
Special Education	Met	Met	na	na	na	Cohort Gradua	tion Rate										
Limited English Proficient	*	*	*	*	na		(4-Year Rate) (5-Year Rate)	82.11	82.45	83.86	83.81	87.48	84.97				
	MS	A Profici	iency Le	vels		Basic %	Proficient %	Advance	d %			Alt-	MSA F	Proficiency	Levels		
Approximately set for all stud		aryland stud	ents take MS	SA, 1% take	Alt-MSA. The	Basic Level is below	the goal		Appro studer	•	1% of Ma	ryland stu	dents tal	ke Alt-MSA. The	Basic Level is bel	ow the goal s	et for all
GRADE	SC	CHOOL%	C	OUNTY %	ST	TATE %				G	RADE	SC	CHOOL%	6 COI	JNTY %	STATE	%

Approximately 9 set for all studen	99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Lev nts.							e Basic L	evel is b	elow the goal Approximately 1% of Mary students.	land st	udents t	ake Alt-N	ИSA. Th	e Basic I	evel is b	elow the go	oal set	for all
GRADE	S	CHOOL	.%	С	OUNTY	· %	Ş	STATE '	%	GRADE	S	CHOOL	_%	С	OUNTY	%	STA	ATE %	
3 2014	*	*	*	31.9	59.9	8.2	22.8	62.3	14.8	3 2014	*	*	*	*	*	*	10.3 26	6.5	63.2
2013	*	*	*	31.7	59.3	8.9	17.4	60.5	22.1	2013	*	*	*	*	*	*	13.4 26	6.3	60.3
4 2014	*	*	*	31.1	52.8	16.0	13.7	55.5	30.8	4 2014	*	*	*	*	*	*	11.9 24	4.3	63.8
2013	*	*	*	21.3	62.1	16.7	11.8	58.4	29.8	2013	*	*	*	*	*	*	10.2 22	2.1	67.7
5 2014	*	*	*	20.7	42.4	36.9	11.0	34.5	54.4	5 2014	*	*	*	*	*	*	11.4 25	5.0	63.6
2013	*	*	*	20.7	35.9	43.4	11.6	31.8	56.6	2013	*	*	*	*	*	*	12.6 26	6.5	60.9
6 2014	*	*	*	27.1	46.2	26.7	16.8	39.5	43.7	6 2014	*	*	*	*	*	*	13.3 23	3.5	63.2
2013	*	*	*	26.5	43.9	29.6	15.9	40.6	43.5	2013	*	*	*	*	*	*	10.3 25	5.9	63.8
7 2014	*	*	*	34.3	41.0	24.7	21.2	35.9	42.8	7 2014	*	*	*	*	*	*	12.2 21	1.0	66.9
2013	*	*	*	19.9	46.8	33.2	15.0	36.9	48.1	2013	*	*	*	*	*	*	7.9 24	4.8	67.3
8 2014	*	*	*	31.6	39.9	28.5	23.1	36.6	40.3	8 2014	*	*	*	*	*	*	12.6 24	4.6	62.8
2013	*	*	*	28.9	37.0	34.1	19.0	34.9	46.1	2013	*	*	*	*	*	*	11.2 25	5.5	63.3
*E 2014	24.5	55.8	19.6	27.3	55.3	17.4	17.4	54.1	28.6	10 2014	*	*	*	*	*	*	18.8 26	6.6	54.5
2013	28.4	53.7	17.9	31.2	51.6	17.2	17.0	55.3	27.8	2013	*	*	*	*	*	*	20.9 22	2.8	56.3
3 2014	*	*	*	30.0	59.3	10.6	25.8	54.8	19.4	3 2014	*	*	*	*	*	*	12.5 35	5.9	51.6
2013	*	*	*	29.5	49.7	20.8	17.8	53.3	28.9	2013	*	*	*	*	*	*	19.2 36	6.8	44.1
4 2014	*	*	*	37.2	52.3	10.5	19.4	48.4	32.2	4 2014	*	*	*	*	*	*	14.7 33	3.9	51.4
2013	*	*	*	20.9	41.3	37.8	11.2	42.1	46.7	2013	*	*	*	*	*	*	15.5 36	6.8	47.7
5 2014	*	*	*	39.7	54.6	5.7	27.2	52.9	19.9	5 2014	*	*	*	*	*	*	18.9 40	0.3	40.8
2013	*	*	*	22.7	57.9	19.4	19.1	55.5	25.3	2013	*	*	*	*	*	*	19.7 40	0.9	39.4
6 2014	*	*	*	51.8	44.6	≥5.0	32.2	46.4	21.4	6 2014	*	*	*	*	*	*	16.0 37	7.0	47.0
2013	*	*	*	30.0	46.3	23.7	22.9	48.0	29.1	2013	*	*	*	*	*	*	17.2 36	6.1	46.7
7 2014	*	*	*	65.8	30.8	≥5.0	36.9	43.5	19.6	7 2014	*	*	*	*	*	*	13.3 31		54.9
2013	*	*	*	29.5	56.8	13.7		49.3	23.3	2013	*	*	*	*	*	*	14.3 33		51.8
8 2014	*	*	*	57.8	29.8	12.3		32.8	25.9	8 2014	*	*	*	*	*	*	17.8 35		46.5
2013	*	*	*	39.9	34.0	26.1		36.4	30.6	2013	*	*	*	*	*	*	15.5 36		48.1
*A 2014	23.9	55.8	20.2	24.0	54.9	21.2	15.8	54.4	29.8	10 2014	*	.	*	·	*	*	22.2 34		43.5
2013	21.6	56.2	22.2	21.5	54.9	23.6		53.4	30.8	2013	*	•	*		•	*	23.8 33		45.2
5 2014			*	50.0	47.7	≥5.0		54.9	9.3	5 2014			Ţ			Ţ	19.6 42		37.9
2013	*	*	*	39.3	54.1	6.6		56.4	10.6	2013	*	*	*	*	*	*	22.7 44		33.1
8 2014 2013	*	*	*	42.2	56.0	≥5.0		62.8	6.6	8 2014	*	*	*	*	*	*	19.8 41		39.2
*B 2014	14.9	69.6	15.5	33.6 19.5	63.8 67.4	≥5.0 13.1		64.6 61.7	6.7 22.9	2013 10 2014	*	*	*	*	*	*	22.3 40 28.7 37		37.3 34.0
2013			14.0			12.9		60.7		2013	*	*	*	*	*	*	33.3 34		
2013	23.2	02.0	14.0	27.1	00.0	12.5	1/.4	00.7	21.5	2013							33.3 34	7.5	JZ.4

†College and Career Preparation (CCP) – 2012 ‡Data from 2013

Reading

Mathematics

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

STATE % 10.3 26.5 63.2 13.4 26.3 11.9 24.3 10.2 22.1

11.4 25.0

12.6 26.5

13.3 23.5 10.3 25.9 12.2 21.0 7.9 24.8

12.6 24.6 11.2 25.5

18.8 26.6 22.8 12.5 35.9

19.2 36.8

14.7 33.9 15.5 36.8

18.9 40.3

19.7 40.9 16.0 37.0 17.2 36.1

13.3 31.9 14.3 33.9

17.8 35.7 15.5 36.4 22.2 34.3

23.8 31.0 19.6 42.5

22.7 44.2

19.8 41.0 22.3 40.4 28.7 37.3 33.3 34.3 32.4

67.7

63.6 60.9

67.3

63.3

44.1

51.4

47.7

40.8

46.7 54.9

51.8

37.9

33.1 39.2

Reading	r oficient Math	-	ion Rate		Attendance Rate %	2014	2013	2014	2013	2014	2013
Reading		-	ion Rate								
Reading M			Math	Graduation	Elementary Middle	94.6 *	93.9	94.7 93.7	94.3 93.7	95.7 95.4	95.5 95.1
IId	Not Met	Met	Met		High	*	*	93.5	92.5	92.7	92.5
*	*	*	*		Teacher Qualifications						
					% of certificates:						
*	*	*			Standard Professional	45.5	47.4	34.0	36.8	27.2	28.4
na l	Not Met	Mot	Met		Advanced Professional	36.4	36.8	50.0	56.4	65.5	65.1
''°	IVOL IVICE	IVICE	IVICE		Resident Teacher	0.0	0.0	0.0	0.0	0.7	0.8
na	Not Met	na	na		Conditional Teacher	0.0	0.0	0.0	1.1	1.0	0.9
					% of classes NOT taught by highly	, qualifie	d teach	ers:			
	*	*			All Quartiles	0.0	10.0	6.2	9.7	7.6	6.2
_					Elementary Low Poverty	*	*	*	*	3.0	2.4
na	Met	na	na		Elementary High Poverty	*	*	0.0	7.1	11.4	6.6
na	Met	na			Secondary Low Poverty	*	*	*	*	6.0	5.6
na	Not Met	Met	Met		Secondary High Poverty	*	*	4.3	6.5	15.7	14.0
na	Met	na	na		Cohort Graduation Rate						
na	Not Met	na	na		Class of 2013 (4-Year Rate) Class of 2013 (5-Year Rate)	*	*	83.86	83.81	87.48	84.97
	* na na * na na na na na	* * na Not Met na Not Met * * na Met na Met na Met na Met na Met	* * * * na Not Met Met na Not Met na * * * na Met na na Met na na Met na na Met na na Met na	* * * * * na Not Met Met Met na Not Met na na * * * * na Met na na na Met na na na Not Met Met Met na Met na na	* * * * * * na Not Met Met Met na Not Met na na na Met na na na Met na na na Met Met Met na Met na na na Met na na na Met na na na Met na na na Not Met Met na Met na na	* * * * * * * * * * * * * * * * * * *	* * * * * * * * * * * * * * * * * * *	* * * * * 45.5 47.4 na Not Met Met Standard Professional Advanced Professional Resident Teacher 36.4 36.8 na Not Met na Conditional Teacher 0.0 0.0 conditional Teacher 0.0 0.0 0.0 0.0 0.0 detailed * * * * * * na Met na na Elementary Low Poverty * * * na Met na na Secondary Low Poverty * * * na Met Met Secondary High Poverty * * * na Met na na Cohort Graduation Rate *	* * * * * 45.5 47.4 34.0 na Not Met Met Standard Professional Advanced Professional Resident Teacher 36.4 36.8 50.0 Resident Teacher 0.0 0.0 0.0 0.0 0.0 Not Met na Conditional Teacher 0.0 0.0 0.0 0.0 *	* * * * 45.5 47.4 34.0 36.8 na Not Met Met Advanced Professional Resident Teacher 36.4 36.8 50.0 56.4 na Not Met na Conditional Teacher 0.0 0.0 0.0 0.0 10.0 10.0 10.0 10.0 10.0 6.2 9.7 9.7 Elementary Low Poverty *	* * * * * 45.5 47.4 34.0 36.8 27.2 na Not Met Met Advanced Professional Resident Teacher 36.4 36.8 50.0 56.4 65.5 Resident Teacher 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 1.1 1.0 0.0 0.0 0.0 0.0 1.1 1.0 0.0 0.0 0.0 0.0 1.1 1.0 0.0 0.0 0.0 0.0 1.1 1.0 0.0 0.0 0.0 0.0 1.1 1.0 0.0 0.0 0.0 0.0 1.1 1.0 0.0 0.0 0.0 0.0 0.0 1.1 1.0 0.0 0.0 0.0 0.0 0.0 1.1 1.0 0.0 0.0 0.0 0.0 0.0 1.0 1.0 6.2 9.7 7.6 6.0 0.0 0.0 0.0 0.0 0.0 0.0 1.0 1.0 0.0 0.0

2014 School Progress Index

Your school is in Strand 3 based on your 2013 SPI of 0.9868. 2014 Strands were not assigned due to the PARCC field test.

MSA Proficiency Levels Basic % Proficient % Advanced % **Alt-MSA Proficiency Levels**

Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal

Reading

Mathematics

Science

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all

roximately 9 or all studer		aryland	students	take M	SA, 1% t	ake Alt-I	MSA. Th	e Basic L	evel is b	elow the goal Approximately 1% of Ma students.							
GRADE	S	CHOOL	_%	С	OUNTY	′ %	9	STATE '	%	GRADE	5	SCHOOL	_%	С	OUNT	19	
3 2014	34.6	55.8	9.6	31.9	59.9	8.2	22.8	62.3	14.8	3 2014	*	*	*	*	*		
2013	31.1	67.2	≥5.0	31.7	59.3	8.9	17.4	60.5	22.1	2013	*	*	*	*	*		
4 2014	48.8	46.5	≥5.0	31.1	52.8	16.0	13.7	55.5	30.8	4 2014	*	*	*	*	*		
2013	36.5	60.3	≥5.0	21.3	62.1	16.7	11.8	58.4	29.8	2013	*	*	*	*	*		
5 2014	29.0	46.8	24.2	20.7	42.4	36.9	11.0	34.5	54.4	5 2014	*	*	*	*	*		
2013	28.3	34.8	37.0	20.7	35.9	43.4	11.6	31.8	56.6	2013	*	*	*	*	*		
6 2014	*	*	*	27.1	46.2	26.7	16.8	39.5	43.7	6 2014	*	*	*	*	*		
2013	*	*	*	26.5	43.9	29.6	15.9	40.6	43.5	2013	*	*	*	*	*		
7 2014	*	*	*	34.3	41.0	24.7	21.2	35.9	42.8	7 2014	*	*	*	*	*		
2013	*	*	*	19.9	46.8	33.2	15.0	36.9	48.1	2013	*	*	*	*	*		
8 2014	*	*	*	31.6	39.9	28.5	23.1	36.6	40.3	8 2014	*	*	*	*	*		
2013	*	*	*	28.9	37.0	34.1	19.0	34.9	46.1	2013	*	*	*	*	*		
*E 2014	*	*	*	27.3	55.3	17.4	17.4	54.1	28.6	10 2014	*	*	*	*	*		
2013	*	*	*	31.2	51.6	17.2	17.0	55.3	27.8	2013	*	*	*	*	*		
3 2014	25.0	57.7	17.3	30.0	59.3	10.6	25.8	54.8	19.4	3 2014	*	*	*	*	*		
2013	29.5	62.3	8.2	29.5	49.7	20.8	17.8	53.3	28.9	2013	*	*	*	*	*		
4 2014	47.7	47.7	≥5.0	37.2	52.3	10.5	19.4	48.4	32.2	4 2014	*	*	*	*	*		
2013	41.3	33.3	25.4	20.9	41.3	37.8	11.2	42.1	46.7	2013	*	*	*	*	*		
5 2014	53.2	45.2	≥5.0	39.7	54.6	5.7	27.2	52.9	19.9	5 2014	*	*	*	*	*		
2013	32.6	52.2	15.2	22.7	57.9	19.4	19.1	55.5	25.3	2013	*	*	*	*	*		
6 2014	*	*	*	51.8	44.6	≥5.0	32.2	46.4	21.4	6 2014	*	*	*	*	*		
2013	*	*	*	30.0	46.3	23.7	22.9	48.0	29.1	2013	*	*	*	*	*		
7 2014	*	*	*	65.8	30.8	≥5.0	36.9	43.5	19.6	7 2014	*	*	*	*	*		
2013	*	*	*	29.5	56.8	13.7	27.4	49.3	23.3	2013	*	*	*	*	*		
8 2014	*	*	*	57.8	29.8	12.3	41.3	32.8	25.9	8 2014	*	*	*	*	*		
2013	*	*	*	39.9	34.0	26.1	33.0	36.4	30.6	2013	*	*	*	*	*		
*A 2014	*	*	*	24.0	54.9	21.2	15.8	54.4	29.8	10 2014	*	*	*	*	*		
2013	*	*	*	21.5	54.9	23.6	15.8	53.4	30.8	2013	*	*	*	*	*		
5 2014	71.0	27.4	≥5.0	50.0	47.7	≥5.0	35.8	54.9	9.3	5 2014	*	*	*	*	*		
2013	54.3	43.5	≥5.0	39.3	54.1	6.6	33.0	56.4	10.6	2013	*	*	*	*	*		
8 2014	*	*	*	42.2	56.0	≥5.0	30.6	62.8	6.6	8 2014	*	*	*	*	*		
2013	*	*	*	33.6	63.8	≥5.0	28.6	64.6	6.7	2013	*	*	*	*	*		
*B 2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9	10 2014	*	*	*	*	*		
2013	*	*	*	27.1	60.0	12.9	17.4	60.7	21.9	2013	*	*	*	*	*		

[†]College and Career Preparation (CCP) – 2012

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

								Scho	ool	Co	ounty	Sta	ite				
School Progress						Attendance	Rate %		2013	2014	2013	2014	2013	2014 School	ol Progress Ir	ndex (SPI)
	Percent P Reading			tion Rate Math	Graduation	Elementary Middle		*	*	94.7 93.7	94.3 93.7	95.7 95.4	55.5	SPI: Values 1.0000 a	Strand: nd above met the		
All Students	*	*	*	*		High		*	*	93.5	92.5	92.7	92.5	Elementary	Achievement	Gap Red.	Growth
American Indian or	*	*	*	*		Teacher Qua	lifications							Mathematic	*	*	*
Alaska Native						% of certificate	es:						_	Reading	*	*	*
Asian	*	*	*	*		Standard Pro	ofessional	*	*	34.0	36.8	27.2	28.4	Science	*	*	
Black or African	*			*		Advanced Pr	ofessional	*	*	50.0	56.4	65.5	65.1	Middle			
American						Resident Tea	icher	*	*	0.0	0.0	0.7	0.8	Mathematic	*	*	*
Hispanic/Latino of any	*			*		Conditional ⁷	Гeacher	*	*	0.0	1.1	1.0	0.9	Reading	*	*	*
race					 	% of classes NO	OT taught by high	nly qualified	l teache	ers:				Science	*	*	
Native Hawaiian or	*			*		All Quartiles		*	*	6.2	9.7	7.6	6.2	High	Achievement	Gan Red	CCR
Other Pacific Islander			 			Elementary I	ow Poverty	*	*	*	*	3.0	2.4	Algebra	*	*	CCIT
White	*	*	*	*		Elementary I	High Poverty	*	*	0.0	7.1	11.4	6.6	English	*	*	
Two or more races	*	*	*	*		Secondary Lo	•	*	*	*	*	6.0	5.6	_	*	*	
Free/Reduced Meals	*	*	*	*		Secondary H	igh Poverty	*	*	4.3	6.5	15.7	14.0	Biology ‡Dropout		*	
Special Education	*	*	*	*		Cohort Gradua	tion Rate							‡Graduation		*	*
Limited English Proficient	~	*	*	*			3 (4-Year Rate) 3 (5-Year Rate)	*	*	83.86	83.81	87.48	84.97	†CCP			*
	MSA	A Profic	iency Le	vels		Basic %	Proficient %	Advanced	d %			Alt-	MSA F	Proficiency	Levels		

	MSA Proficiency Levels proximately 99% of Maryland students take MSA, 1% take Alt-MSA								asic %	Proficient %	Advanced %		Alt-	-MSA	Profi	ciency	/ Leve	els			
Approximately 99 set for all student		1aryland	student	s take M	ISA, 1% t	ake Alt-N	MSA. The	e Basic L	evel is be	elow the goal		oroximately 1% of Mary dents.	land st	udents	take Alt-N	MSA. Th	e Basic L	evel is b	elow the go	al set for all	
GRADE	S	CHOOL	_%	С	OUNTY	′%	5	STATE	%			GRADE	S	CHOO	L%	С	OUNTY	%	STA	TE %	
3 2014	*	*	*	31.9	59.9	8.2	22.8	62.3	14.8			3 2014	*	*	*	*	*	*	10.3 26	.5 63.2	l
2013	*	*	*	31.7	59.3	8.9	17.4	60.5	22.1			2013	*	*	*	*	*	*	13.4 26	.3 60.3	ı
4 2014	*	*	*	31.1	52.8	16.0	13.7	55.5	30.8			4 2014	*	*	*	*	*	*	11.9 24	.3 63.8	ı
2013	*	*	*	21.3	62.1	16.7	11.8	58.4	29.8			2013	*	*	*	*	*	*	10.2 22	.1 67.7	ı
5 2014	*	*	*	20.7	42.4	36.9	11.0	34.5	54.4			5 2014	*	*	*	*	*	*	11.4 25	.0 63.6	ı
2013	*	*	*	20.7	35.9	43.4	11.6	31.8	56.6			2013	*	*	*	*	*	*	12.6 26	.5 60.9	ı
6 2014	*	*	*	27.1	46.2	26.7	16.8	39.5	43.7			6 2014	*	*	*	*	*	*	13.3 23	.5 63.2	ı
2013	*	*	*	26.5	43.9	29.6	15.9	40.6	43.5			2013	*	*	*	*	*	*	10.3 25	.9 63.8	ı
7 2014	*	*	*	34.3	41.0	24.7	21.2	35.9	42.8			7 2014	*	*	*	*	*	*	12.2 21	.0 66.9	ı
2013	*	*	*	19.9	46.8	33.2	15.0	36.9	48.1			2013	*	*	*	*	*	*	7.9 24	.8 67.3	ı
8 2014	*	*	*	31.6	39.9	28.5	23.1	36.6	40.3			8 2014	*	*	*	*	*	*	12.6 24	.6 62.8	ı
2013	*	*	*	28.9	37.0	34.1	19.0	34.9	46.1			2013	*	*	*	*	*	*	11.2 25	.5 63.3	ı
*E 2014	*	*	*	27.3	55.3	17.4	17.4	54.1	28.6			10 2014	*	*	*	*	*	*	18.8 26	.6 54.5	ı
2013	*	*	*	31.2	51.6	17.2	17.0	55.3	27.8			2013	*	*	*	*	*	*	20.9 22	.8 56.3	ı
3 2014	*	*	*	30.0	59.3	10.6	25.8	54.8	19.4			3 2014	*	*	*	*	*	*	12.5 35	.9 51.6	ı
2013	*	*	*	29.5	49.7	20.8	17.8	53.3	28.9			2013	*	*	*	*	*	*	19.2 36	.8 44.1	ı
4 2014	*	*	*	37.2	52.3	10.5	19.4	48.4	32.2			4 2014	*	*	*	*	*	*	14.7 33	.9 51.4	ı
2013	*	*	*	20.9	41.3	37.8	11.2	42.1	46.7			2013	*	*	*	*	*	*	15.5 36	.8 47.7	ı
5 2014	*	*	*	39.7	54.6	5.7	27.2	52.9	19.9			5 2014	*	*	*	*	*	*	18.9 40	.3 40.8	ı
2013	*	*	*	22.7	57.9	19.4	19.1	55.5	25.3			2013	*	*	*	*	*	*	19.7 40	.9 39.4	ı
6 2014	*	*	*	51.8	44.6	≥5.0	32.2	46.4	21.4			6 2014	*	*	*	*	*	*	16.0 37	.0 47.0	ı
2013	*	*	*	30.0	46.3	23.7	22.9	48.0	29.1			2013	*	*	*	*	*	*	17.2 36	.1 46.7	ı
7 2014	*	*	*	65.8	30.8	≥5.0	36.9	43.5	19.6			7 2014	*	*	*	*	*	*	13.3 31	.9 54.9	ı
2013	*	*	*	29.5	56.8	13.7	27.4	49.3	23.3			2013	*	*	*	*	*	*	14.3 33	.9 51.8	ı
8 2014	*	*	*	57.8	29.8	12.3	41.3	32.8	25.9			8 2014	*	*	*	*	*	*	17.8 35	.7 46.5	ı
2013	*	*	*	39.9	34.0	26.1	33.0	36.4	30.6			2013	*	*	*	*	*	*	15.5 36	.4 48.1	ı
*A 2014	*	*	*	24.0	54.9	21.2	15.8	54.4	29.8			10 2014	*	*	*	*	*	*	22.2 34	.3 43.5	ı
2013	*	*	*	21.5	54.9	23.6	15.8	53.4	30.8			2013	*	*	*	*	*	*	23.8 31	.0 45.2	ı
5 2014	*	*	*	50.0	47.7	≥5.0	35.8	54.9	9.3			5 2014	*	*	*	*	*	*	19.6 42	.5 37.9	ı
2013	*	*	*	39.3	54.1	6.6	33.0	56.4	10.6			2013	*	*	*	*	*	*	22.7 44	.2 33.1	ı
8 2014	*	*	*	42.2	56.0	≥5.0	30.6	62.8	6.6			8 2014	*	*	*	*	*	*	19.8 41	.0 39.2	ı
2013	*	*	*	33.6	63.8	≥5.0	28.6	64.6	6.7			2013	*	*	*	*	*	*	22.3 40	.4 37.3	
*B 2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9			10 2014	*	*	*	*	*	*	28.7 37	.3 34.0	ı
2013	*	*	*	27.1	60.0	12.9	17.4	60.7	21.9			2013	*	*	*	*	*	*	33.3 34	.3 32.4	ı

†College and Career Preparation (CCP) – 2012 ‡Data from 2013

Reading

Mathematics

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

STATE % 10.3 26.5 63.2 13.4 26.3 11.9 24.3 10.2 22.1

11.4 25.0

12.6 26.5

13.3 23.5

10.3 25.9 12.2 21.0 7.9 24.8

12.6 24.6 11.2 25.5

18.8 26.6 22.8 12.5 35.9 19.2 36.8

14.7 33.9

15.5 36.8

18.9 40.3

13.3 31.9

14.3 33.9

17.8 35.7 15.5 36.4

23.8 31.0 19.6 42.5

22.3 40.4 28.7 37.3

33.3 34.3 32.4

22.7 44.2 19.8 41.0

40.9 16.0 37.0 17.2 36.1 67.7

63.6

60.9

67.3

63.3

44.1

51.4

47.7

40.8

46.7

54.9

51.8

37.9 33.1

39.2

School Progress								Λ++	andana	e Rate %	Sch		C	ounty	St	ate
								- A III	enuanic	e Nate 70	2014	2013	2014	2013	2014	2013
	Percent			articipa			duatio		ementar	У	94.5	93.8	94.7	94.3	95.7	95.5
All Students	Readin			Reading Met	Met				liddle		*	*	93.7	93.7	95.4	95.1
American Indian or	na	na	1	iviet	iviet				igh	. !	•	*	93.5	92.5	92.7	92.5
Allierican indian or Alaska Native	*				*			_	cner Qu	ualifications						
Asian	na	na	<u>.</u>	na	na	$\neg \vdash$				rofessional	26.1	23.1	34.0	36.8	27.2	28.4
Black or African		+	_							Professional	69.6	73.1	50.0	56.4	65.5	65.1
American	na		a	Met	Met				esident T		0.0	0.0	0.0	0.0	0.7	0.8
lispanic/Latino of any	20	†		20		$\neg \neg$		Cd	ondition	al Teacher	0.0	3.8	0.0	1.1	1.0	0.9
race	na	na	<u> </u>	na	na			% of	f classes	NOT taught by hi	ghly qualifie	d teach	ers:			
Native Hawaiian or	*				*			Al	ll Quartil	es	0.0	0.0	6.2	9.7	7.6	6.2
Other Pacific Islander	Pacific Islander		_			_		El	ementar	y Low Poverty	*	*	*	*	3.0	2.4
			3	Met	Met					y High Poverty	*	*	0.0	7.1	11.4	6.6
Two or more races	na	na	3 <u> </u>	na	na					Low Poverty	*	*	*	*	6.0	5.6
Free/Reduced Meals	na	na	a e	Met	Met					High Poverty	*	*	4.3	6.5	15.7	14.0
Special Education	na	na	a		na			Coh	ort Grad	uation Rate						
Limited English	na	na	$^{-}$	na	na	$\neg \vdash$)13 (4-Year Rate)		*		83.81		84.97
Proficient	IIa	110	<u> </u>	IIa	l IIa			CI	lass of 20)13 (5-Year Rate)	*		83.86		87.48	
	MSA Pr			ncy Le	vels			В	asic %	Proficient %	Advance	d %			Alt-	MSA F
	roximately 99% of Maryland students take MSA, 1% take Alt-M or all students.							Basic I	Level is be	low the goal		Appro stude	ximately nts.	1% of Ma	ryland stu	idents tal
GRADE	GRADE SCHOO				OUNTY	%	9	STATE	%				G	RADE	S	CHOOL%
3 201	3 2014 23.1		7.7	31.9	59.9	8.2	22.8	62.3	14.8					3 2014	*	*
201	3 32.8	59.0	8.2	31.7	59.3	8.9	17.4	60.5	22.1					2013	*	*
4 201	4 34.0	56.0	10.0	31.1	52.8	16.0	13.7	55.5	30.8					4 2014	*	*
	2.70				,_,,											

Reading

Mathematics

Science

2013

27.1 60.0 12.9

17.4 60.7 21.9

2014 School Progress Index

Your school is in Strand 3 based on your 2013 SPI of 0.9295. 2014 Strands were not assigned due to the PARCC field test.

A Proficiency Levels below the goal set for all

Approximately 9 set for all studen		laryland	students	s take M	SA, 1% t	take Alt-N	MSA. Th	e Basic I	evel is be	elow the goal Approximately 1% of N students.								
GRADE	S	CHOOL	_%	С	OUNTY	′ %	;	STATE	%	GRADE	:	SCHOO	L%	С	OUNTY	′ %		
3 2014	23.1	69.2	7.7	31.9	59.9	8.2	22.8	62.3	14.8	3 201	1 *	*	*	*	*	*	ı	
2013	32.8	59.0	8.2	31.7	59.3	8.9	17.4	60.5	22.1	201	*	*	*	*	*	*		
4 2014	34.0	56.0	10.0	31.1	52.8	16.0	13.7	55.5	30.8	4 201	1 *	*	*	*	*	*		
2013	15.5	62.1	22.4	21.3	62.1	16.7	11.8	58.4	29.8	201	*	*	*	*	*	*		
5 2014	16.4	45.5	38.2	20.7	42.4	36.9	11.0	34.5	54.4	5 201	*	*	*	*	*	*		
2013	26.7	36.7	36.7	20.7	35.9	43.4	11.6	31.8	56.6	201	*	*	*	*	*	*		
6 2014	*	*	*	27.1	46.2	26.7	16.8	39.5	43.7	6 201	*	*	*	*	*	*		
2013	*	*	*	26.5	43.9	29.6	15.9	40.6	43.5	201	*	*	*	*	*	*		
7 2014	*	*	*	34.3	41.0	24.7	21.2	35.9	42.8	7 201	1 *	*	*	*	*	*		
2013	*	*	*	19.9	46.8	33.2	15.0	36.9	48.1	201	*	*	*	*	*	*		
8 2014	*	*	*	31.6	39.9	28.5	23.1	36.6	40.3	8 201	1 *	*	*	*	*	*		
2013	*	*	*	28.9	37.0	34.1	19.0	34.9	46.1	201	*	*	*	*	*	*		
*E 2014	*	*	*	27.3	55.3	17.4	17.4	54.1	28.6	10 201	*	*	*	*	*	*		
2013	*	*	*	31.2	51.6	17.2	17.0	55.3	27.8	201	*	*	*	*	*	*		
3 2014	36.2	55.3	8.5	30.0	59.3	10.6	25.8	54.8	19.4	3 201	1 *	*	*	*	*	*		
2013	26.2	54.1	19.7	29.5	49.7	20.8	17.8	53.3	28.9	201	*	*	*	*	*	*		
4 2014	38.4	58.9	≥5.0	37.2	52.3	10.5	19.4	48.4	32.2	4 201	1 *	*	*	*	*	*		
2013	8.6	39.7	51.7	20.9	41.3	37.8	11.2	42.1	46.7	201	*	*	*	*	*	*		
5 2014	30.9	61.8	7.3	39.7	54.6	5.7	27.2	52.9	19.9	5 201	1 *	*	*	*	*	*		
2013	20.0	65.0	15.0	22.7	57.9	19.4	19.1	55.5	25.3	201	*	*	*	*	*	*		
6 2014	*	*	*	51.8	44.6	≥5.0	32.2	46.4	21.4	6 201	1 *	*	*	*	*	*		
2013	*	*	*	30.0	46.3	23.7	22.9	48.0	29.1	201	*	*	*	*	*	*		
7 2014	*	*	*	65.8	30.8	≥5.0	36.9	43.5	19.6	7 201	1 *	*	*	*	*	*		
2013	*	*	*	29.5	56.8	13.7	27.4	49.3	23.3	201	*	*	*	*	*	*		
8 2014	*	*	*	57.8	29.8	12.3	41.3	32.8	25.9	8 201	1 *	*	*	*	*	*		
2013	*	*	*	39.9	34.0	26.1	33.0	36.4	30.6	201	*	*	*	*	*	*		
*A 2014	*	*	*	24.0	54.9	21.2	15.8	54.4	29.8	10 201	*	*	*	*	*	*		
2013	*	*	*	21.5	54.9	23.6	15.8	53.4	30.8	201	*	*	*	*	*	*		
5 2014	43.6	52.7	≥5.0	50.0	47.7	≥5.0	35.8	54.9	9.3	5 201	*	*	*	*	*	*		
2013	48.3	46.7	≥5.0	39.3	54.1	6.6	33.0	56.4	10.6	201	*	*	*	*	*	*		
8 2014	*	*	*	42.2	56.0	≥5.0	30.6	62.8	6.6	8 201	1 *	*	*	*	*	*		
2013	*	*	*	33.6	63.8	≥5.0	28.6	64.6	6.7	201	*	*	*	*	*	*		
*B 2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9	10 201	*	*	*	*	*	*		

 † College and Career Preparation (CCP) - 2012

2013

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress		_				Attendance l	Rate %	Sch 2014	ool 2013	Co 2014	ounty 2013	Sta 2014	ate 2013	2014 School	ol Progress I	ndex (SPI))
	Percent P Reading		Participat Reading		Graduation	Elementary Middle		*	*	94.7 93.7	94.3 93.7	95.7 95.4		SPI: Values 1.0000 a	Strand: nd above met the		
All Students	*	*	*	*		High		*	*	93.5	92.5	92.7	92.5	Elementary	Achievement	Gap Red.	Growth
American Indian or Alaska Native	*					Teacher Qual								Mathematic	*	*	*
Asian		*	*	*		% of certificate Standard Pro		*	*	34.0	36.8	27.2	28.4	Reading Science	*	*	*
Black or African	*	*	*			Advanced Pro	ofessional	*	*	50.0	56.4	65.5	65.1				
American Hispanic/Latino of any		*	*			Resident Tea Conditional T		*	*	0.0 0.0	0.0 1.1	0.7 1.0	0.8 0.9	Mathematic Reading	*	*	*
race			\sqcup			% of classes NC	T taught by high	ly qualified	d teache	ers:				Science	*	*	
Native Hawaiian or Other Pacific Islander	*	*	*			All Quartiles Elementary L	ow Poverty	*	*	6.2 *	9.7 *	7.6 3.0	6.2 2.4	High	Achievement	Gap Red.	CCR
White	*	*	*	*		Elementary E		*	*	0.0	7.1	11.4	6.6	Algebra	*	*	
Two or more races	*	*	*	*		Secondary Lo	,	*	*	*	*	6.0	5.6	English	*	*	
Free/Reduced Meals	*	*	*	*		Secondary Hi	gh Poverty	*	*	4.3	6.5	15.7	14.0	Biology ‡Dropout	*	*	
Special Education	*	*	*	*		Cohort Gradua	tion Rate							‡Graduation		*	*
Limited English Proficient	~	*	*	*			(4-Year Rate) (5-Year Rate)	*	*	83.86	83.81	87.48	84.97	† _{CCP}			*
	MS	A Profic	iency Lev	vels		Basic %	Proficient %	Advance	d %			Alt-	MSA I	Proficiency	Levels		

	MS	SA Pro	oficier	ncy Le	vels			В	asic %	Proficient %	Advanced %		Alt-	MSA	Profi	ciency	/ Leve	els			
Approximately 99 set for all studen		1aryland	student	s take M	SA, 1% t	ake Alt-N	ИSA. Th	e Basic L	evel is be	low the goal		oproximately 1% of Mary udents.	land stu	dents	take Alt-N	∕ISA. Th	e Basic L	evel is b	elow the	goal se	t for all
GRADE	S	CHOOL	_%	С	OUNTY	%	;	STATE	%			GRADE	SC	CHOO	L%	C	YTNUC	%	S	TATE 9	6
3 2014	*	*	*	31.9	59.9	8.2	22.8	62.3	14.8			3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	*	*	*	31.7	59.3	8.9	17.4	60.5	22.1			2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	*	*	*	31.1	52.8	16.0	13.7	55.5	30.8			4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	*	*	*	21.3	62.1	16.7	11.8	58.4	29.8			2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	*	*	*	20.7	42.4	36.9	11.0	34.5	54.4			5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	*	*	*	20.7	35.9	43.4	11.6	31.8	56.6			2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	27.1	46.2	26.7	16.8	39.5	43.7			6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	26.5	43.9	29.6	15.9	40.6	43.5			2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	34.3	41.0	24.7	21.2	35.9	42.8			7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	19.9	46.8	33.2	15.0	36.9	48.1			2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	31.6	39.9	28.5	23.1	36.6	40.3			8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	28.9	37.0	34.1	19.0	34.9	46.1			2013	*	*	*	*	*	*	11.2	25.5	63.3
*E 2014	*	*	*	27.3	55.3	17.4	17.4	54.1	28.6			10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	31.2	51.6	17.2	17.0	55.3	27.8			2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	*	*	*	30.0	59.3	10.6	25.8	54.8	19.4			3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	*	*	*	29.5	49.7	20.8	17.8	53.3	28.9			2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	*	*	*	37.2	52.3	10.5	19.4	48.4	32.2			4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	*	*	*	20.9	41.3	37.8	11.2	42.1	46.7			2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	*	*	*	39.7	54.6	5.7	27.2	52.9	19.9			5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	*	*	*	22.7	57.9	19.4	19.1	55.5	25.3			2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	51.8	44.6	≥5.0	32.2	46.4	21.4			6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	30.0	46.3	23.7	22.9	48.0	29.1			2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	65.8	30.8	≥5.0	36.9	43.5	19.6			7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	29.5	56.8	13.7	27.4	49.3	23.3			2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	57.8	29.8	12.3	41.3	32.8	25.9			8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	39.9	34.0	26.1	33.0	36.4	30.6			2013	*	*	*	*	*	*	15.5	36.4	48.1
*A 2014	*	*	*	24.0	54.9	21.2	15.8	54.4	29.8			10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	21.5	54.9	23.6	15.8	53.4	30.8			2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	*	*	*	50.0	47.7	≥5.0	35.8	54.9	9.3			5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	*	*	*	39.3	54.1	6.6	33.0	56.4	10.6			2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	42.2	56.0	≥5.0	30.6	62.8	6.6			8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	33.6	63.8	≥5.0	28.6	64.6	6.7			2013	*	*	*	*	*	*	22.3	40.4	37.3
*B 2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9			10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	27.1	60.0	12.9	17.4	60.7	21.9			2013	*	*	*	*	*	*	33.3	34.3	32.4

†College and Career Preparation (CCP) – 2012 ‡Data from 2013

Reading

Mathematics

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress									A 44.	andan	e Rate %	Sch	ool	C	ounty	St	ate
School Progress									– A III	enuan	e Rate %	2014	2013	2014	2013	2014	2013
	Percent				•			aduatio		ementa	ry	*	*	94.7	94.3	95.7	95.5
	Readi		ath			Math		_		1iddle		92.8	93.2	93.7	93.7	95.4	95.1
All Students	na	Not	Met	Me	t	Met	-		=	igh		*	*	93.5	92.5	92.7	92.5
American Indian or	*		k	*					_		ualifications						
Alaska Native					┵		╬			f certific							
Asian	na	М	et	na	_	na	_				Professional	35.7	50.0	34.0	36.8	27.2	28.4
Black or African	na	Not	Met	Me	t	Met					Professional	35.7	40.6	50.0	56.4	65.5	65.1
American Hispanic/Latino of any		-	-				-		_	esident '	reacner al Teacher	0.0 0.0	0.0 3.1	0.0	0.0 1.1	0.7 1.0	0.8 0.9
race	na	Not	Met	na											1.1	1.0	0.9
Native Hawaiian or		-	_		┱		\dashv				NOT taught by hi	·			0.7		
Other Pacific Islander	*	'	ķ	*						II Quarti	ry Low Poverty	4.3	6.5	6.2	9.7	7.6 3.0	6.2 2.4
White	na	Not	Met	Me	t	Met					ry High Poverty	*	*	0.0	7.1	11.4	6.6
Two or more races			et	na		na	_		_		Low Poverty	*	*	*	*	6.0	5.6
Free/Reduced Meals		Not		Me	_	Met					High Poverty	*	*	4.3	6.5	15.7	14.0
•			_				4				luation Rate						
Special Education	na	Not	Met	na	-	na	-						*		02.04		04.07
Limited English	na	Not	Met	na							013 (4-Year Rate) 013 (5-Year Rate)	*	*	83.86	83.81	87.48	84.97
Proficient										1033 01 2	JI3 (3-Teal Nate)			03.00		67.46	
	М	SA Pr	ofici	iency	Lev	els/			В	asic %	Proficient %	Advance	d %			Alt-	MSA P
Approximatel set for all stud		Maryland	l stude	ents tak	e MS	A, 1% ta	ke Alt-	MSA. Th	e Basic I	Level is be	elow the goal		Appro stude	,	1% of Mai	ryland stu	idents tak
GRADE		SCHOO	L%		CC	UNTY	%	,	STATE	%				G	RADE	S	CHOOL%
3 201	4 *	*	*	31	a	59.9	8.2	22.8	62.3	14.8					3 2014	*	*
201	3 *	*	*	31	L.7	59.3	8.9	17.4	60.5	22.1					2013	*	*
4 201	4 *	*	*	31	.1	52.8	16.0	13.7	55.5	30.8					4 2014	*	*
201	2 *	*	*	21	2	62.1	16.7	11 0	5Q /I	20.8					2012	*	*

Reading

Mathematics

Science

2014 School Progress Index

Your school is in Strand 5 based on your 2013 SPI of 0.8903. 2014 Strands were not assigned due to the PARCC field test.

A Proficiency Levels

Approximately 9	9% of M		student	-		ake Alt-N	∕ISA. The		evel is b				ake Alt-N				elow the goal s	et for all
set for all studen GRADE		CHOOL	0/2	^	OUNTY	0/2		STATE '	0/_	students. GRADE	٥	CHOOL	0/2	C	OUNTY	0/,	STATE	0/2
3 2014	*	*	- /0 *		59.9	8.2		62.3		3 2014	*	*	- /0 *	*	*	*	10.3 26.5	
2013	*	*	*	31.7	59.3	8.9	17.4	60.5		2013	*	*	*	*	*	*	13.4 26.3	60.3
4 2014	*	*	*	31.1	52.8	16.0	13.7	55.5	30.8	4 2014	*	*	*	*	*	*	11.9 24.3	63.8
2013	*	*	*	21.3	62.1	16.7	11.8	58.4	29.8	2013	*	*	*	*	*	*	10.2 22.1	67.7
5 2014	*	*	*	20.7	42.4	36.9	11.0	34.5	54.4	5 2014	*	*	*	*	*	*	11.4 25.0	63.6
2013	*	*	*	20.7	35.9	43.4	11.6	31.8	56.6	2013	*	*	*	*	*	*	12.6 26.5	60.9
6 2014	29.9	48.7	21.4	27.1	46.2	26.7	16.8	39.5	43.7	6 2014	*	*	*	*	*	*	13.3 23.5	63.2
2013	30.9	49.7	19.3	26.5	43.9	29.6	15.9	40.6	43.5	2013	*	*	*	*	*	*	10.3 25.9	63.8
7 2014	43.2	39.8	17.0	34.3	41.0	24.7	21.2	35.9	42.8	7 2014	*	*	*	*	*	*	12.2 21.0	66.9
2013	29.9	50.0	20.1	19.9	46.8	33.2	15.0	36.9	48.1	2013	*	*	*	*	*	*	7.9 24.8	67.3
8 2014	43.1	40.1	16.8	31.6	39.9	28.5	23.1	36.6	40.3	8 2014	*	*	*	*	*	*	12.6 24.6	62.8
2013	38.8	44.4	16.9	28.9	37.0	34.1	19.0	34.9	46.1	2013	*	*	*	*	*	*	11.2 25.5	63.3
*E 2014	*	*	*	27.3	55.3	17.4	17.4	54.1	28.6	10 2014	*	*	*	*	*	*	18.8 26.6	54.5
2013	*	*	*	31.2	51.6	17.2	17.0	55.3	27.8	2013	*	*	*	*	*	*	20.9 22.8	56.3
3 2014	*	*	*	30.0	59.3	10.6	25.8	54.8	19.4	3 2014	*	*	*	*	*	*	12.5 35.9	51.6
2013	*	*	*	29.5	49.7	20.8	17.8	53.3	28.9	2013	*	*	*	*	*	*	19.2 36.8	44.1
4 2014	*	*	*	37.2	52.3	10.5	19.4	48.4	32.2	4 2014	*	*	*	*	*	*	14.7 33.9	51.4
2013	*	*	*	20.9	41.3	37.8	11.2	42.1	46.7	2013	*	*	*	*	*	*	15.5 36.8	47.7
5 2014	*	*	*	39.7	54.6	5.7	27.2	52.9	19.9	5 2014	*	*	*	*	*	*	18.9 40.3	40.8
2013	*	*	*	22.7	57.9	19.4	19.1	55.5	25.3	2013	*	*	*	*	*	*	19.7 40.9	39.4
6 2014	57.7	39.9	≥5.0	51.8	44.6	≥5.0	32.2	46.4	21.4	6 2014	*	*	*	*	*	*	16.0 37.0	47.0
2013	39.4	48.3	12.2	30.0	46.3	23.7	22.9	48.0	29.1	2013	*	*	*	*	*	*	17.2 36.1	46.7
7 2014	73.6	23.6	≥5.0	65.8	30.8	≥5.0	36.9	43.5	19.6	7 2014	*	*	*	*	*	*	13.3 31.9	54.9
2013	45.1	51.0	≥5.0	29.5	56.8	13.7	27.4	49.3	23.3	2013	*	*	*	*	*	*	14.3 33.9	51.8
8 2014	74.1	19.3	6.6	57.8	29.8	12.3		32.8	25.9	8 2014	*	*	*	*	*	*	17.8 35.7	46.5
2013	64.6	28.5	7.0	39.9	34.0	26.1		36.4	30.6	2013	*	*	*	*	*	*	15.5 36.4	48.1
*A 2014	*	*	*	24.0	54.9	21.2		54.4	29.8	10 2014	*	*	*	*	*	*	22.2 34.3	43.5
2013	*	*	*	21.5	54.9	23.6	15.8	53.4	30.8	2013	*	*	*	*	*	*	23.8 31.0	45.2
5 2014	*	*	*	50.0	47.7	≥5.0	35.8	54.9	9.3	5 2014	*	*	*	*	*	*	19.6 42.5	37.9
2013	*	*	*	39.3	54.1	6.6	33.0	56.4	10.6	2013	*	*	*	*	*	*		33.1
8 2014	53.9	44.8	≥5.0		56.0	≥5.0		62.8	6.6	8 2014	*	•	•		*		19.8 41.0	39.2
2013 *B 2014	47.8	50.3	≥5.0 *	33.6	63.8	≥5.0	28.6	64.6	6.7	2013	*	*	*	*	*	*	22.3 40.4	37.3
*B 2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9	10 2014	*	*	*	*	*	*	28.7 37.3	34.0
2013				27.1	60.0	12.9	17.4	60.7	21.9	2013							33.3 34.3	32.4

†College and Career Preparation (CCP) – 2012 ‡Data from 2013

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress								Atte	endand	e Rate %	Scho 2014		2014	ounty 2013	St: 2014	ate 2013
	Percent	Proficie	nt Pa	rticipa	ion Rat	e Gra	duatio	n El	ementa	ry	93.9	94.1	94.7	94.3	95.7	95.5
	Readin	g Ma	th I	Reading	Math			M	1iddle		*	*	93.7	93.7	95.4	95.1
All Students	na	na	1	Met	Met			Hi	igh		*	*	93.5	92.5	92.7	92.5
American Indian or Alaska Native					na			_	cher Q	ualifications						
Asian	na	na	.	na	na	┰				ates: Professional	36.4	52.4	34.0	36.8	27.2	28.4
Black or African	na	na		Met	Met					Professional	40.9	42.9	50.0	56.4	65.5	65.1
American	IId	IIc	·	iviet	iviet			=	esident [*]		0.0	0.0	0.0	0.0	0.7	0.8
Hispanic/Latino of any	na	na	.	na	na			Co	ondition	al Teacher	0.0	0.0	0.0	1.1	1.0	0.9
race Native Hawaiian or		\vdash	\rightarrow			+				NOT taught by high						
Other Pacific Islander					*				ll Quarti		0.0 *	4.5	6.2	9.7	7.6	6.2
White	na	na		na	na	┰				ry Low Poverty ry High Poverty	*	*	0.0		3.0	2.4 6.6
Two or more races	na	na		na	na	┰				Low Poverty	*	*	*	7.1 *	11.4 6.0	5.6
		+		Met	Met	-				High Poverty	*	*	4.3	6.5	15.7	14.0
Free/Reduced Meals	na	na				-				luation Rate						
Special Education Limited English	na	na	<u> </u>	na	na	+			lace of 2	013 (4-Year Rate)		*		83.81		84.97
Proficient	na	na	a	na	na					013 (5-Year Rate)	*		83.86	65.61	87.48	64.57
	MS	A Pro	ficier	icy Le	vels			В	asic %	Proficient %	Advance	d %			Alt-	MSA P
Approximately set for all stud		laryland	student	s take M	SA, 1% ta	ke Alt-	MSA. Th	Basic I	Level is be	low the goal		Appro studer		1% of Mai	ryland stu	dents tak
GRADE	S	CHOOL	.%	C	YTNUC	%	9	STATE	%				G	RADE	S	CHOOL%
3 201	4 41.3	54.3	≥5.0	31.9	59.9	8.2	22.8	62.3	14.8					3 2014	*	*
201:	3 50.0	45.0	≥5.0	31.7	59.3	8.9	17.4	60.5	22.1					2013	*	*
4 201	4 35.6	60.0	≥5.0	31.1	52.8	16.0	13.7	55.5	30.8					4 2014	*	*
	3 24.1		11.1	21.3	62.1	46.7	11.8	FO 4	29.8					2013		*

2014 School Progress Index

Your school is in Strand 5 based on your 2013 SPI of 0.8404. 2014 Strands were not assigned due to the PARCC field test.

A Proficiency Levels

take Alt-MSA. The Basic Level is below the goal set for all

set for all studer		laryland	student	s take M	SA, 1% 1	ake Alt-r	VISA. In	e Basic L	evel is be	low the goal Approximately 1% of Mai students.	yland s	tudents	ake Alt-N	MSA. TI	ne Basic I	Level is b	elow the goal se	et for all
GRADE	S	CHOOL	_%	С	OUNTY	′ %	5	STATE	%	GRADE		CHOOL	_%	C	COUNTY	%	STATE	%
3 2014	41.3	54.3	≥5.0	31.9	59.9	8.2	22.8	62.3	14.8	3 2014	*	*	*	*	*	*	10.3 26.5	63.2
2013	50.0	45.0	≥5.0	31.7	59.3	8.9	17.4	60.5	22.1	2013	*	*	*	*	*	*	13.4 26.3	60.3
4 2014	35.6	60.0	≥5.0	31.1	52.8	16.0	13.7	55.5	30.8	4 2014	*	*	*	*	*	*	11.9 24.3	63.8
2013	24.1	64.8	11.1	21.3	62.1	16.7	11.8	58.4	29.8	2013	*	*	*	*	*	*	10.2 22.1	67.7
5 2014	31.6	42.1	26.3	20.7	42.4	36.9	11.0	34.5	54.4	5 2014	*	*	*	*	*	*	11.4 25.0	63.6
2013	22.2	46.7	31.1	20.7	35.9	43.4	11.6	31.8	56.6	2013	*	*	*	*	*	*	12.6 26.5	60.9
6 2014	*	*	*	27.1	46.2	26.7	16.8	39.5	43.7	6 2014	*	*	*	*	*	*	13.3 23.5	63.2
2013	*	*	*	26.5	43.9	29.6	15.9	40.6	43.5	2013	*	*	*	*	*	*	10.3 25.9	63.8
7 2014	*	*	*	34.3	41.0	24.7	21.2	35.9	42.8	7 2014	*	*	*	*	*	*	12.2 21.0	66.9
2013	*	*	*	19.9	46.8	33.2	15.0	36.9	48.1	2013	*	*	*	*	*	*	7.9 24.8	67.3
8 2014	*	*	*	31.6	39.9	28.5	23.1	36.6	40.3	8 2014	*	*	*	*	*	*	12.6 24.6	62.8
2013	*	*	*	28.9	37.0	34.1	19.0	34.9	46.1	2013	*	*	*	*	*	*	11.2 25.5	63.3
*E 2014	*	*	*	27.3	55.3	17.4	17.4	54.1	28.6	10 2014	*	*	*	*	*	*	18.8 26.6	54.5
2013	*	*	*	31.2	51.6	17.2	17.0	55.3	27.8	2013	*	*	*	*	*	*	20.9 22.8	56.3
3 2014	43.8	53.1	≥5.0	30.0	59.3	10.6	25.8	54.8	19.4	3 2014	*	*	*	*	*	*	12.5 35.9	51.6
2013	56.7	35.0	8.3	29.5	49.7	20.8	17.8	53.3	28.9	2013	*	*	*	*	*	*	19.2 36.8	44.1
4 2014	50.0	43.3	6.7	37.2	52.3	10.5	19.4	48.4	32.2	4 2014	*	*	*	*	*	*	14.7 33.9	51.4
2013		47.3	23.6	20.9	41.3	37.8		42.1	46.7	2013	*	*	*	*	*	*	15.5 36.8	47.7
5 2014		50.9	≥5.0	39.7	54.6	5.7		52.9	19.9	5 2014	*	*	*	*	*	*		40.8
2013	33.3	60.0	6.7	22.7	57.9	19.4		55.5	25.3	2013	*	*	*	*	*	*		39.4
6 2014	*	*	*	51.8	44.6	≥5.0		46.4	21.4	6 2014	*	*	*	*	*	*	16.0 37.0	47.0
2013	*	*	*	30.0	46.3	23.7		48.0	29.1	2013	*	*	*	*	*	*	17.2 36.1	
7 2014	*	*	*	65.8	30.8	≥5.0	36.9	43.5	19.6	7 2014	*	*	*	*	*	*	13.3 31.9	54.9
2013	*	*	*	29.5	56.8	13.7	27.4	49.3	23.3	2013	*	*	*	*	*	*	14.3 33.9	51.8
8 2014	_	_	*	57.8	29.8	12.3		32.8	25.9	8 2014	.		*		*		17.8 35.7	46.5
2013	*	*	*	39.9	34.0	26.1		36.4	30.6	2013	*	*	*	*	*	*	15.5 36.4	48.1
*A 2014	*	*	*	24.0	54.9	21.2	15.8	54.4	29.8	10 2014	*	*	*	*	*	*	22.2 34.3	43.5
2013	CO 4	20.0		21.5	54.9	23.6		53.4	30.8	2013	*	*	*	*	*	*		45.2
5 2014 2013	68.4 47.7	29.8 52.3	≥ 5.0	50.0	47.7 54.1	≥5.0		54.9 56.4	9.3 10.6	5 2014 2013	*	*	*	*	*	*	19.6 42.5 22.7 44.2	37.9
8 2014	4/./ *	32.3 *	≥5.0 *		54.1	6.6 ≥5.0	33.0 30.6	62.8	6.6	8 2014	*	*	*	*	*	*	19.8 41.0	33.1 39.2
2013	*	*	*	33.6	63.8	≥5.0		64.6	6.7	2013	*	*	*	*	*	*	22.3 40.4	
*B 2014	*	*	*	19.5	67.4	25.0 13.1		61.7	22.9	10 2014	*	*	*	*	*	*		34.0
2013	*	*	*		60.0			60.7		2013	*	*	*	*	*	*	33.3 34.3	
2013				27.1	30.0	12.9	17.4	30.7	21.9	2013							33.3 34.3	32.4

†College and Career Preparation (CCP) – 2012 ‡Data from 2013

Reading

Mathematics

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

		. 0					-					Sch	hool	C	ounty	St	ate	00.4	4.0 :				(OD.)	0207	
Sc	hool Progress									ndance R	ate %		2013	2014	2013	2014	2013			ool Pr		Index	(SPI)		
	F	Percent Readin			Participa Readin			aduation		mentary ddle		*	*	94.7 93.7	94.3 93.7	95.7 95.4	95.5 95.1	SPI: ().9244 s 1.0000	and ah	Stran ove met	d: 4 the target	t.		
	All Students				Met	Me		Met	Hi			92.4	92.1	93.5	92.5	92.7		High				nt Gap I		CCF	₹
Ar	merican Indian or	*	*		*	*		na	_	her Qualif								_	Algebra).9046				-
	Alaska Native Asian	na	na		na	na				certificates: andard Profe		30.0	35.3	34.0	36.8	27.2	28.4		English).8252	0.87			
	Black or African	Not Met	t Not N	Met		na	$\neg \vdash$		Ad	vanced Prof	essional	66.7	55.9	50.0	56.4	65.5	65.1	‡I	Biology Dropou).9791	1.03			
Hisna	American Inic/Latino of any		╫	\dashv		110	-			sident Teach nditional Te		0.0 0.0	0.0 2.9	0.0 0.0	0.0 1.1	0.7 1.0	0.8 0.9		duatior			0.98		1.019	
·	race	Not Met	Not I	Met		na	4				taught by hig						0.5		†cci)			- 1	0.947	79
	ative Hawaiian or er Pacific Islander									Quartiles		13.5	21.1	6.2	9.7 *	7.6	6.2								
ou.	White	Met	Me	et	Met	Me	t	Met		mentary Lo	,	*	*	0.0	7.1	3.0 11.4	2.4 6.6								
Т	wo or more races	na	na	_	na	na		na		condary Low		*	*	*	*	6.0	5.6								
	e/Reduced Meals	Met	Not I	_	Met	Me	t	Met		condary Hig ort Graduati	•			4.3	6.5	15.7	14.0								
	Special Education Limited English	Met	Me	et	na	na	+	na	_		4-Year Rate)		85.83		83.81		84.97								
	Proficient	*	*		*	*			Cla	ss of 2013 (5-Year Rate)	86.51		83.86		87.48									
		MS	A Pro	ficie	ncy Le	vels			Ва	ısic %	Proficient %	Advance	ed %			Alt-	MSA I	Profi	ciency	/ Lev	els				
	Approximately set for all stude		laryland	studen	nts take M	ISA, 1% t	ake Alt-	MSA. The	Basic L	evel is below t	he goal				1% of Ma	ryland stu	udents ta	ke Alt-I	MSA. Th	e Basic	Level is b	elow the	goal se	t for all	
	GRADE		CHOOL	0/2	(OUNTY	0/2	9	STATE 9	4			stude		RADE	Si	CHOOL9	/_	C	OUNTY	0/2	9-	TATE 9	0/2	
	3 2014		*	*		59.9	8.2		62.3						3 2014	*	*	*	*	*	*	10.3		63.2	
	2013		*	*		59.3	8.9		60.5	22.1					2013	*	*	*	*	*	*		26.3	60.3	
	4 2014		*	*		52.8	16.0	13.7		30.8					4 2014	*	*	*	*	*	*		24.3	63.8	
	2013		*	*	21.3		16.7		58.4	29.8					2013	*	*	*	*	*	*		22.1	67.7	
			*	*												*	*	*	*	*	*				
	5 2014		*	*	20.7		36.9		34.5	54.4					5 2014	*	*	*	*	*	*		25.0	63.6	
	2013			_	20.7	35.9	43.4		31.8	56.6					2013	_	, T		_				26.5	60.9	
Reading	6 2014				27.1		26.7		39.5	43.7					6 2014			*					23.5	63.2	
di	2013		*	*	26.5		29.6		40.6	43.5					2013	*	*	*	*	*	*		25.9	63.8	
ea	7 2014	*	*	*	34.3	41.0	24.7	21.2	35.9	42.8					7 2014	*	*	*	*	*	*	12.2	21.0	66.9	
8	2013	*	*	*	19.9	46.8	33.2	15.0	36.9	48.1					2013	*	*	*	*	*	*	7.9	24.8	67.3	
	8 2014	*	*	*	31.6	39.9	28.5	23.1	36.6	40.3					8 2014	*	*	*	*	*	*	12.6	24.6	62.8	
	2013	*	*	*	28.9	37.0	34.1	19.0	34.9	46.1					2013	*	*	*	*	*	*	11.2	25.5	63.3	
	*E 2014	29.2	55.8	15.0	27.3	55.3	17.4	17.4	54.1	28.6				:	10 2014	*	*	*	*	*	*	18.8	26.6	54.5	
	2013	31.8	50.9	17.3	31.2	51.6	17.2	17.0	55.3	27.8					2013	*	*	*	*	*	*	20.9	22.8	56.3	
	3 2014	*	*	*	30.0	59.3	10.6	25.8	54.8	19.4					3 2014	*	*	*	*	*	*	12.5	35.9	51.6	
S	2013	*	*	*	29.5	49.7	20.8	17.8	53.3	28.9					2013	*	*	*	*	*	*	19.2	36.8	44.1	
tic	4 2014	*	*	*	37.2	52.3	10.5	19.4	48.4	32.2					4 2014	*	*	*	*	*	*	14.7	33.9	51.4	
na	2013	*	*	*	20.9	41.3	37.8	11.2	42.1	46.7					2013	*	*	*	*	*	*	15.5	36.8	47.7	
er	5 2014	*	*	*	39.7	54.6	5.7	27.2	52.9	19.9					5 2014	*	*	*	*	*	*	18.9	40.3	40.8	
Mathematics	2013	*	*	*	22.7	57.9	19.4	19.1	55.5	25.3					2013	*	*	*	*	*	*	19.7	40.9	39.4	
Na	6 2014	*	*	*	51.8	44.6	≥5.0	32.2	46.4	21.4					6 2014	*	*	*	*	*	*	16.0	37.0	47.0	
_	2013	*	*	*	30.0	46.3	23.7	22.9	48.0	29.1					2013	*	*	*	*	*	*	17.2	36.1	46.7	
	7 2014	*	*	*	65.8	30.8	≥5.0	36.9	43.5	19.6					7 2014	*	*	*	*	*	*	13.3	31.9	54.9	
	2013	*	*	*	29.5	56.8	13.7	27.4	49.3	23.3					2013	*	*	*	*	*	*	14.3	33.9	51.8	
	8 2014	*	*	*	57.8	29.8	12.3	41.3	32.8	25.9					8 2014	*	*	*	*	*	*	17.8	35.7	46.5	
	2013		*	*		34.0		33.0							2013	*	*	*	*	*	*	15.5		48.1	
	*A 2014		59.3	24.8				15.8		29.8					10 2014	*	*	*	*	*	*	22.2			
ь	2013		53.2				23.6	15.8		30.8					2013	*	*	*	*	*	*	23.8			
nc	5 2014		*	*		47.7		35.8		9.3					5 2014	*	*	*	*	*	*	19.6			
Science	2013		*	*		54.1	6.6	33.0		10.6					2013	*	*	*	*	*	*	22.7			
S			*	*												*	*	*	*	*	*				
	8 2014		*	*			≥5.0		62.8	6.6					8 2014	*	*	*	*	*	*	19.8			
	2013 *B 2014		CO. 4	10.0		63.8		28.6		6.7					2013	*	*	*	*	*		22.3			
	*B 2014	21.2	68.1	10.6	19.5	67.4	13.1	15.4	61.7	22.9				:	2014	-	,		- -		-	28.7	3/.3	34.0	

†College and Career Preparation (CCP) – 2012 ‡Data from 2013

2013 30.6 57.7 11.7 27.1 60.0 12.9 17.4 60.7 21.9

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

					Attendance Date 9/	Sch	ool	Co	ounty	St	ate
					Attendance Rate %	2014	2013	2014	2013	2014	2013
Percent Pi Reading	roficient Math	•		Graduation	Elementary Middle	* 94.7	* 94.3	94.7 93.7	94.3 93.7	95.7 95.4	95.5 95.1
Not Met	na	Met	Met		High	*	*	93.5	92.5	92.7	92.5
*	*	*	*		Teacher Qualifications						
		-			% of certificates:						
na	na	na	na		Standard Professional	25.0	22.7	34.0	36.8	27.2	28.4
Not Mot		Mot	Mot		Advanced Professional	54.2	68.2	50.0	56.4	65.5	65.1
NOT MET	IId	iviet	iviet		Resident Teacher	0.0	0.0	0.0	0.0	0.7	0.8
Mot		na		l	Conditional Teacher	0.0	4.5	0.0	1.1	1.0	0.9
iviet	IIa	IIa	IIa		% of classes NOT taught by highly	, qualifie	d teach	ers:			
*		*			All Quartiles	1.9	3.4	6.2	9.7	7.6	6.2
					Elementary Low Poverty	*	*	*	*	3.0	2.4
Not Met		Met	Met		Elementary High Poverty	*	*	0.0	7.1	11.4	6.6
Met	na	na	na		Secondary Low Poverty	*	*	*	*	6.0	5.6
Not Met	na	Met	Met		Secondary High Poverty	*	*	4.3	6.5	15.7	14.0
Met	na	na	na		Cohort Graduation Rate						
na	na	na			Class of 2013 (4-Year Rate) Class of 2013 (5-Year Rate)	*	*	83.86	83.81	87.48	84.97
	Reading Not Met * na Not Met * Not Met * Not Met Not Met Met Not Met Met Not Met	Not Met na * na na na Not Met na * Met na * Not Met na Met na Met na Met na Not Met na Met na Met na ma na na na na na na na na ma	Reading Math Reading Not Met na Met * * * * na na na na Not Met na Met Met na na * * * Not Met na Met Met na na Not Met na Met Met na na Not Met na Met Met na na Not Met na na Not Met na na Not Met na na	Reading Math Reading Math Not Met na Met Met * * * * na na na na Not Met na ma na * * * * Not Met na Met Met Met na na na Not Met na Met Met Met na na na na na na na	Reading Not Met Math na Reading Math Met Not Met na Met na na na na na na na na Not Met na na na na na na na	Reading Math Reading Math Middle Not Met na Met Met	Percent Proficient Reading Math Not Met na Met Met Met na	Percent Proficient Reading Math Reading Math Met Met	Percent Proficient Reading Math Met Met	Percent Proficient Reading Math Math Met Mescalent Professional Standard Professiona	Percent Proficient Reading Math Math Met Met

2014 School Progress Index

COUNTY %

STATE %

26.3

23.5

25.9

21.0

35.9

40.9 19.7

37.0

36.1

37.3

33.3 34.3 63.8

67.7

63.6

60.9

66.9

67.3

62.8

63.3

54.5

56.3

44.1

51.4

47.7

40.8

46.7

10.3 26.5

10.2 22.1

11.9 24.3

11.4 25.0

12.6 26.5

7.9 24.8

12.6 24.6

11.2 25.5

18.8 26.6

20.9 22.8

19.2 36.8

14.7 33.9

15.5 36.8

18.9 40.3

17.2

Your school is in Strand 4 based on your 2013 SPI of 0.9275. 2014 Strands were not assigned due to the PARCC field test.

MSA Proficiency Levels	Basic %	Proficient %	Advanced %	Alt-MSA Proficiency Levels

Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all set for all students **GRADE** SCHOOL% COUNTY % STATE % **GRADE** SCHOOL% 3 2014 31.9 59.9 22.8 62.3 14.8 3 2014 60.5 2013 2013 22.1 4 2014 31.1 52.8 16.0 55.5 30.8 4 2014 2013 16.7 58.4 29.8 2013 21.3 62.1 11.8 5 2014 20.7 42.4 36.9 11.0 34.5 54.4 5 2014 2013 20.7 35.9 43.4 11.6 31.8 56.6 2013 6 2014 23.7 44.1 32.2 39.5 43.7 6 2014 27.1 26.7 16.8 43.5 2013 2013 39.2 29.6 40.6 7 2014 39.0 41.0 35.9 42.8 7 2014 2013 10.2 46.3 43.5 19.9 46.8 33.2 15.0 36.9 48.1 2013 8 2014 40.3 8 2014 21.0 40.6 38.5 31.6 39.9 28.5 23.1 36.6 2013 19.5 28.5 52.0 28.9 37.0 34.1 19.0 34.9 46.1 2013 *E 2014 27.3 55.3 17.4 54.1 28.6 10 2014 2013 51.6 17.2 17.0 55.3 27.8 2013 3 2014 30.0 59.3 10.6 3 2014 2013 29.5 49.7 20.8 17.8 53.3 28.9 2013 4 2014 10.5 32.2 4 2014 37.2 52.3 19.4 48.4 2013 20.9 41.3 37.8 11.2 42.1 46.7 2013 5 2014 39.7 54.6 5.7 27.2 52.9 19.9 5 2014 2013 57.9 19.4 19.1 55.5 25.3 2013 6 2014 6 2014 46.6 2013 23.0 41.9 35.1 23.7 22.9 48.0 29.1 2013 30.0 46.3 7 2014 19.6 7 2014 57.6 39.4 ≥5.0 65.8 30.8 ≥5.0 36.9 43.5 2013 15.0 61.9 23.1 29.5 56.8 13.7 27.4 49.3 23.3 2013 8 2014 41 3 413 175 57.8 29 R 123 41 3 32.8 25 9 8 2014 2013 39.0 47.2 39.9 34.0 26.1 33.0 36.4 30.6 2013 *A 2014 10 2014 21.2 29.8 2013 23.6 53.4 30.8 2013 21.5 54.9 15.8 5 2014 50.0 47.7 ≥5.0 54.9 9.3 5 2014 35.8 2013 39.3 54.1 6.6 33.0 56.4 10.6 2013 8 2014 32.9 65.1 ≥5.0 42.2 56.0 ≥5.0 30.6 62.8 6.6 8 2014 2013 20.5 77 9 33.6 63.8 ≥5.0 28.6 64.6 6.7 2013 *B 2014 10 2014

54.9 13.3 31.9 14.3 33.9 51.8 17.8 35.7 46 5 36.4 48.1 15.5 34.3 31.0 45.2 23.8 42.5 37.9 19.6 22.7 44.2 33.1 19.8 41.0 39.2 22.3 40.4 37.3

†College and Career Preparation (CCP) - 2012

2013

‡Data from 2013

2013

60.0

12.9

17.4 60.7

Reading

Mathematics

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

63.2 60.3 63.8 67.7 63.6 60.9 63.2

63.8 66.9 67.3 62.8 63.3 54.5 56.3 51.6 44.1

51.4 47.7 40.8 39.4 47.0 46.7 54.9 51.8 46.5 48.1 43.5

45.2 37.9 33.1 39.2 37.3 34.0

Sandy Hill Elementary School State County **School Progress** Attendance Rate % 2014 2013 2014 2013 2014 2013 **Percent Proficient Participation Rate Graduation** 95.5 Elementary 94.7 94.1 94.7 94.3 95.7 Reading Math Reading Math Middle 93.7 93.7 95.4 95.1 All Students Met Met 93.5 92.5 92.7 92.5 American Indian or Teacher Qualifications Alaska Native % of certificates: Asian Standard Professional 46.4 42.9 34.0 36.8 27.2 28.4 Black or African Advanced Professional 39.3 50.0 56.4 65.5 65.1 53.6 Met Met American 0.0 Resident Teacher 0.0 0.0 0.7 0.8 0.0 Hispanic/Latino of any Conditional Teacher 0.0 0.0 0.0 1.1 1.0 0.9 race % of classes NOT taught by highly qualified teachers: Native Hawaiian or All Quartiles 0.0 9.7 7.6 6.2 Other Pacific Islander **Elementary Low Poverty** 3.0 2.4 White Met Met 7.1 Elementary High Poverty 0.0 11.4 6.6 Two or more races Secondary Low Poverty 6.0 5.6 Secondary High Poverty 15.7 14.0 Free/Reduced Meals **Cohort Graduation Rate** Special Education 84.97 Class of 2013 (4-Year Rate) 83.81 Limited English 83.86 87.48 Class of 2013 (5-Year Rate) Proficient **MSA Proficiency Levels** Proficient % Advanced % Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all

Reading

Mathematics

Science

2014 School Progress Index

Your school is in Strand 4 based on your 2013 SPI of 0.9108. 2014 Strands were not assigned due to the PARCC field test.

Alt-MSA Proficiency Levels

%

set for all studer	its.	•			,					students.	iana s	daciito	.anc / iic i		c basic	20001131		z godi se
GRADE	S	CHOOL	L%	С	OUNTY	′ %	5	STATE	%	GRADE	S	CHOOL	_%	С	OUNTY	%	5	STATE 9
3 2014	43.8	46.9	9.4	31.9	59.9	8.2	22.8	62.3	14.8	3 2014	*	*	*	*	*	*	10.3	26.5
2013	39.0	53.7	7.3	31.7	59.3	8.9	17.4	60.5	22.1	2013	*	*	*	*	*	*	13.4	26.3
4 2014	40.5	46.8	12.7	31.1	52.8	16.0	13.7	55.5	30.8	4 2014	*	*	*	*	*	*	11.9	24.3
2013	19.1	60.3	20.6	21.3	62.1	16.7	11.8	58.4	29.8	2013	*	*	*	*	*	*	10.2	22.1
5 2014	23.5	32.4	44.1	20.7	42.4	36.9	11.0	34.5	54.4	5 2014	*	*	*	*	*	*	11.4	25.0
2013	23.6	36.1	40.3	20.7	35.9	43.4	11.6	31.8	56.6	2013	*	*	*	*	*	*	12.6	26.5
6 2014	*	*	*	27.1	46.2	26.7	16.8	39.5	43.7	6 2014	*	*	*	*	*	*	13.3	23.5
2013	*	*	*	26.5	43.9	29.6	15.9	40.6	43.5	2013	*	*	*	*	*	*	10.3	25.9
7 2014	*	*	*	34.3	41.0	24.7	21.2	35.9	42.8	7 2014	*	*	*	*	*	*	12.2	21.0
2013	*	*	*	19.9	46.8	33.2	15.0	36.9	48.1	2013	*	*	*	*	*	*	7.9	24.8
8 2014	*	*	*	31.6	39.9	28.5	23.1	36.6	40.3	8 2014	*	*	*	*	*	*	12.6	24.6
2013	*	*	*	28.9	37.0	34.1	19.0	34.9	46.1	2013	*	*	*	*	*	*	11.2	25.5
*E 2014	*	*	*	27.3	55.3	17.4	17.4	54.1	28.6	10 2014	*	*	*	*	*	*	18.8	26.6
2013	*	*	*	31.2	51.6	17.2	17.0	55.3	27.8	2013	*	*	*	*	*	*	20.9	22.8
3 2014	40.8	55.1	≥5.0	30.0	59.3	10.6	25.8	54.8	19.4	3 2014	*	*	*	*	*	*	12.5	35.9
2013	31.3	49.4	19.3	29.5	49.7	20.8	17.8	53.3	28.9	2013	*	*	*	*	*	*	19.2	36.8
4 2014	41.8	50.6	7.6	37.2	52.3	10.5	19.4	48.4	32.2	4 2014	*	*	*	*	*	*	14.7	33.9
2013	14.7	42.6	42.6	20.9	41.3	37.8	11.2	42.1	46.7	2013	*	*	*	*	*	*	15.5	36.8
5 2014	44.9	49.3	5.8	39.7	54.6	5.7	27.2	52.9	19.9	5 2014	*	*	*	*	*	*	18.9	40.3
2013	23.6	55.6	20.8	22.7	57.9	19.4	19.1	55.5	25.3	2013	*	*	*	*	*	*	19.7	40.9
6 2014	*	*	*	51.8	44.6	≥5.0	32.2	46.4	21.4	6 2014	*	*	*	*	*	*	16.0	37.0
2013	*	*	*	30.0	46.3	23.7	22.9	48.0	29.1	2013	*	*	*	*	*	*	17.2	36.1
7 2014	*	*	*	65.8	30.8	≥5.0	36.9	43.5	19.6	7 2014	*	*	*	*	*	*	13.3	31.9
2013	*	*	*	29.5	56.8	13.7	27.4	49.3	23.3	2013	*	*	*	*	*	*	14.3	33.9
8 2014	*	*	*	57.8	29.8	12.3	41.3	32.8	25.9	8 2014	*	*	*	*	*	*	17.8	35.7
2013	*	*	*	39.9	34.0	26.1	33.0	36.4	30.6	2013	*	*	*	*	*	*	15.5	36.4
*A 2014	*	*	*	24.0	54.9	21.2	15.8	54.4	29.8	10 2014	*	*	*	*	*	*	22.2	34.3
2013	*	*	*	21.5	54.9	23.6	15.8	53.4	30.8	2013	*	*	*	*	*	*	23.8	31.0
5 2014	49.3	49.3	≥5.0	50.0	47.7	≥5.0	35.8	54.9	9.3	5 2014	*	*	*	*	*	*	19.6	42.5
2013	33.3	59.7	6.9	39.3	54.1	6.6	33.0	56.4	10.6	2013	*	*	*	*	*	*	22.7	44.2
8 2014	*	*	*	42.2	56.0	≥5.0	30.6	62.8	6.6	8 2014	*	*	*	*	*	*	19.8	41.0
2013	*	*	*	33.6	63.8	≥5.0	28.6	64.6	6.7	2013	*	*	*	*	*	*	22.3	40.4
*B 2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9	10 2014	*	*	*	*	*	*	28.7	37.3
2013	*	*	*	27.1	60.0	12.9	17.4	60.7	21.9	2013	*	*	*	*	*	*	33.3	34.3

[†]College and Career Preparation (CCP) – 2012

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

STATE % 10.3 26.5 63.2 26.3 11.9 24.3

10.2 22.1

11.4 25.0

12.6 26.5

13.3 23.5

10.3 25.9 12.2 21.0 7.9 24.8

12.6 24.6 11.2 25.5

18.8 26.6

14.7 33.9

15.5 36.8 18.9 40.3

13.3 31.9

14.3 33.9

17.8 35.7

15.5 36.4 22.2 34.3

23.8 31.0 19.6 42.5

22.3 40.4 37.3 33.3 34.3

22.7 44.2 19.8 41.0

19.7 40.9 16.0 37.0 17.2 36.1

20.9 22.8 12.5 35.9 19.2 36.8

63.8

67.7

63.6

60.9

67.3 62.8

63.3

54.5

44.1

51.4 47.7

40.8

46.7

54.9

51.8

46 5

37.9 33.1

39.2

South Dorchester School School County State **School Progress** Attendance Rate % 2014 2013 2013 2014 2014 **Participation Rate Graduation Percent Proficient** Elementary 94.5 94.4 94.7 94.3 95.7 Reading Math Reading Math Middle 94.3 93.8 93.7 93.7 95.4 All Students Met Met 93.5 92.5 92.7 American Indian or Teacher Qualifications Alaska Native % of certificates: Asian Standard Professional 38.5 23.1 34.0 36.8 27.2 Black or African 50.0 Advanced Professional 61.5 76.9 56.4 65.5 American Resident Teacher 0.0 0.0 0.0 0.7 0.0 Hispanic/Latino of any Conditional Teacher 0.0 0.0 0.0 1.1 1.0 % of classes NOT taught by highly qualified teachers: Native Hawaiian or 3.8 9.7 7.6 Other Pacific Islander Elementary Low Poverty 3.0 White Met Met Elementary High Poverty 0.0 7.1 11.4 Two or more races Met Secondary Low Poverty 6.0 Secondary High Poverty 15.7 Free/Reduced Meals **Cohort Graduation Rate** Special Education Class of 2013 (4-Year Rate) 83.81 Limited English 83.86 87.48 Class of 2013 (5-Year Rate) Proficient **MSA Proficiency Levels** Proficient % Advanced % Approximately 99% of Maryland students take MSA, 1% take Alt-MSA. The Basic Level is below the goal

2014 School Progress Index

Your school is in Strand 2 based on your 2013 SPI of 1.1202. 2014 Strands were not assigned due to the PARCC field test.

Alt-MSA Proficiency Levels

Approximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all

2013

95.5

95.1

92.5

28.4

65.1

0.8

0.9

6.2

2.4

6.6

5.6

14.0

84.97

9% of IV its.	iaryiand	students	з таке м	SA, 1% t	ake Alt-N	VISA. In	e Basic L	evel is b	Approximately 1% of Mai students.	yland st	udents ta	ake Alt-N	ЛSA. Tł	ne Basic I	Level
S	CHOOL	_%	С	OUNTY	′ %	5	STATE '	%	GRADE	S	CHOOL	%	С	OUNTY	%
8.3	66.7	25.0	31.9	59.9	8.2	22.8	62.3	14.8	3 2014	*	*	*	*	*	*
17.4	52.2	30.4	31.7	59.3	8.9	17.4	60.5	22.1	2013	*	*	*	*	*	*
9.1	59.1	31.8	31.1	52.8	16.0	13.7	55.5	30.8	4 2014	*	*	*	*	*	*
9.1	54.5	36.4	21.3	62.1	16.7	11.8	58.4	29.8	2013	*	*	*	*	*	*
≥5.0	45.8	50.0	20.7	42.4	36.9	11.0	34.5	54.4	5 2014	*	*	*	*	*	*
≥5.0	22.7	72.7	20.7	35.9	43.4	11.6	31.8	56.6	2013	*	*	*	*	*	*
*	*	*	27.1	46.2	26.7	16.8	39.5	43.7	6 2014	*	*	*	*	*	*
≥5.0	27.3	68.2	26.5	43.9	29.6	15.9	40.6	43.5	2013	*	*	*	*	*	*
9.1	63.6	27.3	34.3	41.0	24.7	21.2	35.9	42.8	7 2014	*	*	*	*	*	*
≥5.0	23.1	76.9	19.9	46.8	33.2	15.0	36.9	48.1	2013	*	*	*	*	*	*
≥5.0	33.3	66.7	31.6	39.9	28.5	23.1	36.6	40.3	8 2014	*	*	*	*	*	*
≥5.0	33.3	61.9	28.9	37.0	34.1	19.0	34.9	46.1	2013	*	*	*	*	*	*
*	*	*	27.3	55.3	17.4	17.4	54.1	28.6	10 2014	*	*	*	*	*	*
*	*	*	31.2	51.6	17.2	17.0	55.3	27.8	2013	*	*	*	*	*	*
8.3	75.0	16.7	30.0	59.3	10.6	25.8	54.8	19.4	3 2014	*	*	*	*	*	*
≥5.0	34.8	65.2	29.5	49.7	20.8	17.8	53.3	28.9	2013	*	*	*	*	*	*
≥5.0	45.5	54.5	37.2	52.3	10.5	19.4	48.4	32.2	4 2014	*	*	*	*	*	*
9.1	31.8	59.1	20.9	41.3	37.8	11.2	42.1	46.7	2013	*	*	*	*	*	*
16.7	54.2	29.2	39.7	54.6	5.7	27.2	52.9	19.9	5 2014	*	*	*	*	*	*
≥5.0	36.4	59.1	22.7	57.9	19.4	19.1	55.5	25.3	2013	*	*	*	*	*	*
9.1	68.2	22.7	51.8	44.6	≥5.0	32.2	46.4	21.4	6 2014	*	*	*	*	*	*
≥5.0	59.1	40.9	30.0	46.3	23.7	22.9	48.0	29.1	2013	*	*	*	*	*	*
40.9	50.0	9.1	65.8	30.8	≥5.0	36.9	43.5	19.6	7 2014	*	*	*	*	*	*
≥5.0	76.9	23.1	29.5	56.8	13.7	27.4	49.3	23.3	2013	*	*	*	*	*	*
33.3	40.0	26.7	57.8	29.8	12.3	41.3	32.8	25.9	8 2014	*	*	*	*	*	*
≥5.0	47.6	47.6	39.9	34.0	26.1	33.0	36.4	30.6	2013	*	*	*	*	*	*
*	*	*	24.0	54.9	21.2	15.8	54.4	29.8	10 2014	*	*	*	*	*	*
*	*	*	21.5	54.9	23.6	15.8	53.4	30.8	2013	*	*	*	*	*	*
17.4	73.9	8.7	50.0	47.7	≥5.0	35.8	54.9	9.3	5 2014	*	*	*	*	*	*
9.1	72.7	18.2	39.3	54.1	6.6	33.0	56.4	10.6	2013	*	*	*	*	*	*
≥5.0	93.3	6.7	42.2	56.0	≥5.0	30.6	62.8	6.6	8 2014	*	*	*	*	*	*
≥5.0	85.7	14.3	33.6	63.8	≥5.0	28.6	64.6	6.7	2013	*	*	*	*	*	*
*	*	*	19.5	67.4	13.1	15.4	61.7	22.9	10 2014	*	*	*	*	*	*
*	*	*	27.1	60.0	12.9	17.4	60.7	21.9	2013	*	*	*	*	*	*
	S 8.3 17.4 9.1 9.1 ≥5.0 ≥5.0 * ≥5.0 25.0 * 8.3 ≥5.0 9.1 ≥5.0 9.1 16.7 ≥5.0 9.1 ≥5.0	SCHOOL 8.3 66.7 17.4 52.2 9.1 59.1 9.1 54.5 ≥5.0 45.8 ≥5.0 27.3 9.1 63.6 ≥5.0 33.3 * * * * 8.3 75.0 ≥5.0 34.8 ≥5.0 34.8 ≥5.0 34.8 ≥5.0 36.4 9.1 68.2 ≥5.0 59.1 40.9 50.0 ≥5.0 76.9 33.3 40.0 ≥5.0 47.6 * * * * 17.4 73.9 9.1 72.7 ≥5.0 93.3 ≥5.0 85.7 * *	SCHOOL% 8.3 66.7 25.0 17.4 52.2 30.4 9.1 59.1 31.8 9.1 54.5 36.4 ≥5.0 45.8 50.0 ≥5.0 22.7 72.7 * * * ≥5.0 27.3 68.2 9.1 63.6 27.3 ≥5.0 33.3 66.7 ≥5.0 33.3 66.7 ≥5.0 34.8 65.2 ≥5.0 45.5 54.5 9.1 31.8 59.1 16.7 54.2 29.2 ≥5.0 36.4 59.1 9.1 68.2 22.7 ≥5.0 36.4 59.1 9.1 68.2 22.7 ≥5.0 59.1 40.9 40.9 50.0 9.1 ≥5.0 76.9 23.1 33.3 40.0 26.7 ≥5.0 47.6 47.6 * * * * * 17.4 73.9 8.7 9.1 72.7 18.2 ≥5.0 93.3 6.7 ≥5.0 85.7 14.3 * * *	SCHOOL% C 8.3 66.7 25.0 31.9 17.4 52.2 30.4 31.7 9.1 59.1 31.8 31.1 9.1 54.5 36.4 21.3 ≥5.0 45.8 50.0 20.7 ≥5.0 22.7 72.7 20.7 * * * 27.1 ≥5.0 27.3 68.2 26.5 9.1 63.6 27.3 34.3 ≥5.0 33.3 66.7 31.6 ≥5.0 33.3 66.7 31.6 ≥5.0 33.3 61.9 28.9 * * * 31.2 8.3 75.0 16.7 30.0 ≥5.0 34.8 65.2 29.5 ≥5.0 45.5 54.5 37.2 9.1 31.8 59.1 20.9 16.7 54.2 29.2 39.7 ≥5.0 36.4 59.1 22.7 9.1 68.2 22.7 51.8 ≥5.0 59.1 40.9 30.0 40.9 50.0 9.1 65.8 ≥5.0 76.9 23.1 29.5 33.3 40.0 26.7 57.8 ≥5.0 76.9 23.1 29.5 33.3 40.0 26.7 57.8 ≥5.0 47.6 47.6 39.9 * * 24.0 * * 22.5 17.4 73.9 8.7 50.0 9.1 72.7 18.2 ≥5.0 93.3 6.7 42.2 ≥5.0 93.3 6.7 42.2 ≥5.0 93.3 6.7 42.2 ≥5.0 85.7 14.3 33.6 * * 14.3 33.6 * * 14.3 33.6	SCHOOL% COUNTY 8.3 66.7 25.0 31.9 59.9 17.4 52.2 30.4 31.7 59.3 9.1 59.1 31.8 31.1 52.8 9.1 54.5 36.4 21.3 62.1 ≥5.0 45.8 50.0 20.7 42.4 ≥5.0 22.7 72.7 20.7 35.9 * * * 27.1 46.2 ≥5.0 27.3 68.2 26.5 43.9 9.1 63.6 27.3 34.3 41.0 ≥5.0 23.1 76.9 19.9 46.8 ≥5.0 33.3 66.7 31.6 39.9 ≥5.0 33.3 66.7 31.6 39.9 ≥5.0 33.3 61.9 28.9 37.0 * * * 31.2 51.6 8.3 75.0 16.7 30.0 59.3 ≥5.0 34.8 65.2 29.5 49.7 ≥5.0 34.8 65.2 29.5 49.7 ≥5.0 34.8 65.2 29.5 49.7 ≥5.0 35.3 54.5 37.2 52.3 9.1 31.8 59.1 20.9 41.3 16.7 54.2 29.2 39.7 54.6 ≥5.0 36.4 59.1 22.7 57.9 9.1 68.2 22.7 51.8 44.6 ≥5.0 59.1 40.9 30.0 46.3 40.9 50.0 9.1 65.8 30.8 ≥5.0 76.9 23.1 29.5 56.8 33.3 40.0 26.7 57.8 29.8 ≥5.0 76.9 23.1 29.5 56.8 33.3 40.0 26.7 57.8 29.8 ≥5.0 47.6 47.6 39.9 34.0 * * 24.0 54.9 * * 21.5 54.9 17.4 73.9 8.7 50.0 47.7 9.1 72.7 18.2 39.2 54.0 ≥5.0 93.3 6.7 42.2 56.0 ≥5.0 85.7 14.3 33.6 63.8 * * 14.3 33.6 63.8	SCHOOL	SCHOOL% COUNTY % Second Secon	SCHOOL	SCHOOL	School Sch	SCHOOL** COUNTY* STATE* STATE* GRADE STATE* 8.3 66.7 25.0 31.9 59.9 8.2 22.8 62.3 14.8 9.1 59.1 31.8 31.1 52.8 16.0 13.7 55.5 30.8 9.1 54.5 36.4 21.3 62.1 16.7 11.8 58.4 29.8 25.0 45.8 50.0 20.7 42.4 36.9 11.0 34.5 54.4 25.0 22.7 72.7 70.7 35.9 43.4 11.6 31.8 56.6 20.1 27.1 27.3 34.3 41.0 24.7 21.2 35.9 42.8 25.0 27.3 68.2 26.5 43.9 29.6 15.9 40.6 43.5 9.1 63.6 27.3 34.3 41.0 24.7 21.2 35.9 42.8 25.0 23.1 76.9 19.9 46.8 33.2 15.0 36.9 48.1 25.0 23.1 76.9 19.9 48.8 33.2 15.0 36.9 48.1 25.0 23.1 69.9 19.9 48.8 37.0 34.1 19.0 34.9 46.1 25.0 23.1 65.9 37.0 34.1 19.0 34.9 46.1 25.0 23.1 36.5 27.3 53.3 17.4 17.4 54.1 28.6 25.0 23.8 55.0 45.5 50.5 30.5 59.3 10.6 25.8 54.8 25.0 24.8 65.2 29.5 49.7 20.8 17.8 53.3 28.9 25.0 34.8 65.2 29.5 39.7 54.6 57. 27.2 52.9 19.9 25.0 36.4 59.1 20.9 41.3 37.8 11.2 42.1 46.7 25.0 26.4 29.2 39.7 54.6 5.7 27.2 52.9 19.9 25.0 36.4 59.1 20.9 30.0 62.3 30.5 32.3 30.8 25.0 26.7 57.8 28.8 30.8 25.0 36.9 43.5 25.0 36.0 57.8 58.8 50.8 25.0 36.9 43.5 25.0 37.0 37.0 47.0 47.2 47.2 47.1 25.0 27.0 39.9 30.0 40.3 37.8 11.2 42.1 25.0 37.0 47.0 47.0 47.0 25.0 38.0 59.1 20.9 30.0 43.3 37.8 11.2 42.1 25.0 37.0 47.0 47.0 47.0 25.0 38.0 59.1 20.9 30.0 43.3 30.8 30.8 25.0 38.0 59.1 20.9 30.0 43.3 30.8 25.0 38.0 59.1 20.9 30.0 43.3 30.8 25.0 38.0 59.1 20.9 30.0 43.3 30.8 25.0 38.0 39.0 30.0 43.0 30.0 25.0 38.0 38.0 38.0 38.0 25.0 38.0 38.0 38.0 38.0 25.0 38.0 38.0 38.0 25.0 38.0 38.0 38.0 25.0 38.0 38.0 38.0	Section Sect	Section Sect	Section Sect	Service Servic

[†]College and Career Preparation (CCP) – 2012

‡Data from 2013

Reading

Mathematics

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress							Attendanc	e Rate %	Scho 2014		2014	ounty 2013	Sta 2014	ate 2013
	Percent P			ation Ra		uation		у	≥ 95.0 *	94.6	94.7	94.3	95.7	95.5
All Students		na	Met	Met			Middle High		*	*	93.7 93.5	93.7 92.5	95.4 92.7	95.1 92.5
American Indian or	*	*	*	*			U	ualifications			33.3	32.3	32.7	32.3
Alaska Native		<u> </u>	<u> </u>				% of certifica							
Asian	*	*	*	*			Standard F	Professional	8.3	27.3	34.0	36.8	27.2	28.4
Black or African	Met	na	na	na				Professional	91.7	72.7	50.0	56.4	65.5	65.1
American	IVICE	110	ļ "id	—			Resident T		0.0	0.0	0.0	0.0	0.7	0.8
Hispanic/Latino of any race	na	na					Conditiona		0.0	0.0	0.0	1.1	1.0	0.9
Native Hawaiian or	*	 		+	\neg		% of classes All Quartile	NOT taught by high	nly qualitied 0.0	teache 0.0	ers: 6.2	9.7	7.0	<i>c</i> 2
Other Pacific Islander		*	*	*				y Low Poverty	0.0 *	U.U *	b.2 *	9.7	7.6 3.0	6.2 2.4
White	Met	na	Met	Met				y High Poverty	*	*	0.0	7.1	11.4	6.6
Two or more races	na	na	na	na			Secondary	Low Poverty	*	*	*	*	6.0	5.6
Free/Reduced Meals	Met	na	na	na			Secondary	High Poverty	*	*	4.3	6.5	15.7	14.0
Special Education	Met	na	na	na			Cohort Grad	uation Rate						
Limited English Proficient	na	na	na	na				013 (4-Year Rate) 013 (5-Year Rate)	*	*	83.86	83.81	87.48	84.97
							D : 0/	Proficient %	Advance	1 %			Alt-	MSA F
	MS	A Profic	ciency l	evels			Basic %	Proficient //	Auvance	1 /0				
Approximately set for all stud	y 99% of Ma		•		ake Alt-MS	SA. The	Basic % Basic Level is be		Auvance		ximately :	1% of Mai	ryland stu	idents tal
	y 99% of Ma dents.		•						Auvance	Appro	nts.	1% of Mai	•	idents tal
set for all stud	y 99% of Ma dents.	aryland stud	•	MSA, 1% t	%	S	Basic Level is be		Auvance	Appro	nts. G		•	
set for all stud GRADE	y 99% of Madents. S0 4 33.3	CHOOL%	dents take	MSA, 1% t COUNTY 9 59.9	% 8.2	S' 22.8	Basic Level is be		Auvance	Appro	nts. G	RADE	•	
set for all stud GRADE 3 201	y 99% of Madents. S0 4 33.3 3 15.6	CHOOL% 60.6 6 68.8 1	dents take	MSA, 1% t COUNTY 9 59.9 7 59.3	% 8.2 3 8.9	S' 22.8 17.4	Basic Level is be TATE % 62.3 14.8		Auvance	Appro	nts. G	RADE 3 2014	•	CHOOL%

Reading

Mathematics

Science

2014 School Progress Index

Your school is in Strand 3 based on your 2013 SPI of 0.9776. 2014 Strands were not assigned due to the PARCC field test.

A Proficiency Levels goal set for all

Approximately 9 set for all studen		laryland	student	s take M	SA, 1% t	ake Alt-N	ИSA. The	e Basic L	evel is be	low the goal Approximately 1% of Mar students.	yland st	tudents	take Alt-N	∕ISA. Th	e Basic L	evel is b	elow th	e goal se	et for all
GRADE	S	CHOOL	.%	С	OUNTY	′ %	5	STATE '	%	GRADE	S	CHOO	L%	С	OUNTY	%	5	STATE 9	%
3 2014	33.3	60.6	6.1	31.9	59.9	8.2	22.8	62.3	14.8	3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	15.6	68.8	15.6	31.7	59.3	8.9	17.4	60.5	22.1	2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	16.1	48.4	35.5	31.1	52.8	16.0	13.7	55.5	30.8	4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	12.5	65.6	21.9	21.3	62.1	16.7	11.8	58.4	29.8	2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	11.8	47.1	41.2	20.7	42.4	36.9	11.0	34.5	54.4	5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	20.8	20.8	58.3	20.7	35.9	43.4	11.6	31.8	56.6	2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	27.1	46.2	26.7	16.8	39.5	43.7	6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	26.5	43.9	29.6	15.9	40.6	43.5	2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	34.3	41.0	24.7	21.2	35.9	42.8	7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	19.9	46.8	33.2	15.0	36.9	48.1	2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	31.6	39.9	28.5	23.1	36.6	40.3	8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	28.9	37.0	34.1	19.0	34.9	46.1	2013	*	*	*	*	*	*	11.2	25.5	63.3
*E 2014	*	*	*	27.3	55.3	17.4	17.4	54.1	28.6	10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	31.2	51.6	17.2	17.0	55.3	27.8	2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	30.3	60.6	9.1	30.0	59.3	10.6	25.8	54.8	19.4	3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	21.9	46.9	31.3	29.5	49.7	20.8	17.8	53.3	28.9	2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	25.0	68.8	6.3	37.2	52.3	10.5	19.4	48.4	32.2	4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	12.5	56.3	31.3	20.9	41.3	37.8	11.2	42.1	46.7	2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	32.4	67.6	≥5.0	39.7	54.6	5.7	27.2	52.9	19.9	5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	20.8	62.5	16.7	22.7	57.9	19.4	19.1	55.5	25.3	2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	51.8	44.6	≥5.0	32.2	46.4	21.4	6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	30.0	46.3	23.7	22.9	48.0	29.1	2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	65.8	30.8	≥5.0	36.9	43.5	19.6	7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	29.5	56.8	13.7	27.4	49.3	23.3	2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	57.8	29.8	12.3	41.3	32.8	25.9	8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	39.9	34.0	26.1	33.0	36.4	30.6	2013	*	*	*	*	*	*	15.5	36.4	48.1
*A 2014	*	*	*	24.0	54.9	21.2	15.8	54.4	29.8	10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	21.5	54.9	23.6	15.8	53.4	30.8	2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	41.2	58.8	≥5.0	50.0	47.7	≥5.0	35.8	54.9	9.3	5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	33.3	58.3	8.3	39.3	54.1	6.6	33.0	56.4	10.6	2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	42.2	56.0	≥5.0	30.6	62.8	6.6	8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	33.6	63.8	≥5.0	28.6	64.6	6.7	2013	*	*	*	*	*	*	22.3	40.4	37.3
*B 2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9	10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	27.1	60.0	12.9	17.4	60.7	21.9	2013	*	*	*	*	*	*	33.3	34.3	32.4

†College and Career Preparation (CCP) – 2012

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology

School Progress						Attendance R	ate %	Sch 2014	ool 2013	2014	ounty 2013	St: 2014	ate 2013
	Percent P	r oficient Math	Participat Reading		Graduation	Elementary Middle		≥ 95.0 *	≥ 95.0 *	94.7 93.7	94.3 93.7	95.7 95.4	95.5 95.1
All Students	na	Met	Met	Met		High		*	*	93.5	92.5	92.7	92.5
American Indian or Alaska Native	*	*	*	*		Teacher Quali							
Asian		*	*	*		% of certificates Standard Profe		23.5	31.3	34.0	36.8	27.2	28.4
Black or African American	na	Not Met	na	na		Advanced Pro		58.8 0.0	68.8 0.0	50.0 0.0	56.4 0.0	65.5 0.7	65.1 0.8
Hispanic/Latino of any race	na	Met	na	na		Conditional Te		0.0	0.0	0.0	1.1	1.0	0.9
Native Hawaiian or Other Pacific Islander	*	*	*	*		% of classes NOT All Quartiles Elementary Lo		11.1 11.1 *	0.0 *	ers: 6.2 *	9.7	7.6 3.0	6.2 2.4
White	na	Not Met	Met	Met		Elementary Hi	,	*	*	0.0	7.1	11.4	6.6
Two or more races	na	Met	na	na		Secondary Lov	v Poverty	*	*	*	*	6.0	5.6
Free/Reduced Meals	na	Met	na	na		Secondary Hig	h Poverty	*	*	4.3	6.5	15.7	14.0
Special Education	na	Not Met	na	na		Cohort Graduati	on Rate						
Limited English Proficient	na	na	na	na	-	Class of 2013 (Class of 2013 (*	*	83.86	83.81	87.48	84.97
	MSA	A Profic	iency Le	vels		Basic %	Proficient %	Advance	ed %			Alt-	MSA

2014 School Progress Index

Your school is in Strand 3 based on your 2013 SPI of 1.0170. 2014 Strands were not assigned due to the PARCC field test.

Proficiency Levels

ximately 1% of Maryland students take Alt-MSA. The Basic Level is below the goal set for all

Approximately 9 set for all studer		1aryland	student	s take M	ISA, 1% t	ake Alt-I	MSA. Th	e Basic I	evel is be	low the goal Approximately 1% of Man students.	yland st	udents	take Alt-N	√ISA. Th	e Basic	Level is b	elow the	goal se	et for all
GRADE	S	SCHOOL%			COUNTY %			STATE	%	GRADE	SCHOOL%			COUNTY %			STATE %		
3 2014	15.6	78.1	6.3	31.9	59.9	8.2	22.8	62.3	14.8	3 2014	*	*	*	*	*	*	10.3	26.5	63.2
2013	14.0	74.0	12.0	31.7	59.3	8.9	17.4	60.5	22.1	2013	*	*	*	*	*	*	13.4	26.3	60.3
4 2014	12.5	58.3	29.2	31.1	52.8	16.0	13.7	55.5	30.8	4 2014	*	*	*	*	*	*	11.9	24.3	63.8
2013	19.6	64.7	15.7	21.3	62.1	16.7	11.8	58.4	29.8	2013	*	*	*	*	*	*	10.2	22.1	67.7
5 2014	12.8	42.6	44.7	20.7	42.4	36.9	11.0	34.5	54.4	5 2014	*	*	*	*	*	*	11.4	25.0	63.6
2013	≥5.0	40.0	57.1	20.7	35.9	43.4	11.6	31.8	56.6	2013	*	*	*	*	*	*	12.6	26.5	60.9
6 2014	*	*	*	27.1	46.2	26.7	16.8	39.5	43.7	6 2014	*	*	*	*	*	*	13.3	23.5	63.2
2013	*	*	*	26.5	43.9	29.6	15.9	40.6	43.5	2013	*	*	*	*	*	*	10.3	25.9	63.8
7 2014	*	*	*	34.3	41.0	24.7	21.2	35.9	42.8	7 2014	*	*	*	*	*	*	12.2	21.0	66.9
2013	*	*	*	19.9	46.8	33.2	15.0	36.9	48.1	2013	*	*	*	*	*	*	7.9	24.8	67.3
8 2014	*	*	*	31.6	39.9	28.5	23.1	36.6	40.3	8 2014	*	*	*	*	*	*	12.6	24.6	62.8
2013	*	*	*	28.9	37.0	34.1	19.0	34.9	46.1	2013	*	*	*	*	*	*	11.2	25.5	63.3
*E 2014	*	*	*	27.3	55.3	17.4	17.4	54.1	28.6	10 2014	*	*	*	*	*	*	18.8	26.6	54.5
2013	*	*	*	31.2	51.6	17.2	17.0	55.3	27.8	2013	*	*	*	*	*	*	20.9	22.8	56.3
3 2014	14.6	68.8	16.7	30.0	59.3	10.6	25.8	54.8	19.4	3 2014	*	*	*	*	*	*	12.5	35.9	51.6
2013	16.0	56.0	28.0	29.5	49.7	20.8	17.8	53.3	28.9	2013	*	*	*	*	*	*	19.2	36.8	44.1
4 2014	18.8	60.4	20.8	37.2	52.3	10.5	19.4	48.4	32.2	4 2014	*	*	*	*	*	*	14.7	33.9	51.4
2013	19.6	39.2	41.2	20.9	41.3	37.8	11.2	42.1	46.7	2013	*	*	*	*	*	*	15.5	36.8	47.7
5 2014	31.9	61.7	6.4	39.7	54.6	5.7	27.2	52.9	19.9	5 2014	*	*	*	*	*	*	18.9	40.3	40.8
2013	11.4	65.7	22.9	22.7	57.9	19.4	19.1	55.5	25.3	2013	*	*	*	*	*	*	19.7	40.9	39.4
6 2014	*	*	*	51.8	44.6	≥5.0	32.2	46.4	21.4	6 2014	*	*	*	*	*	*	16.0	37.0	47.0
2013	*	*	*	30.0	46.3	23.7	22.9	48.0	29.1	2013	*	*	*	*	*	*	17.2	36.1	46.7
7 2014	*	*	*	65.8	30.8	≥5.0	36.9	43.5	19.6	7 2014	*	*	*	*	*	*	13.3	31.9	54.9
2013	*	*	*	29.5	56.8	13.7	27.4	49.3	23.3	2013	*	*	*	*	*	*	14.3	33.9	51.8
8 2014	*	*	*	57.8	29.8	12.3	41.3	32.8	25.9	8 2014	*	*	*	*	*	*	17.8	35.7	46.5
2013	*	*	*	39.9	34.0	26.1	33.0	36.4	30.6	2013	*	*	*	*	*	*	15.5	36.4	48.1
*A 2014	*	*	*	24.0	54.9	21.2	15.8	54.4	29.8	10 2014	*	*	*	*	*	*	22.2	34.3	43.5
2013	*	*	*	21.5	54.9	23.6	15.8	53.4	30.8	2013	*	*	*	*	*	*	23.8	31.0	45.2
5 2014	31.3	66.7	≥5.0	50.0	47.7	≥5.0	35.8	54.9	9.3	5 2014	*	*	*	*	*	*	19.6	42.5	37.9
2013	28.6	57.1	14.3	39.3	54.1	6.6	33.0	56.4	10.6	2013	*	*	*	*	*	*	22.7	44.2	33.1
8 2014	*	*	*	42.2	56.0	≥5.0	30.6	62.8	6.6	8 2014	*	*	*	*	*	*	19.8	41.0	39.2
2013	*	*	*	33.6	63.8	≥5.0	28.6	64.6	6.7	2013	*	*	*	*	*	*	22.3	40.4	37.3
*B 2014	*	*	*	19.5	67.4	13.1	15.4	61.7	22.9	10 2014	*	*	*	*	*	*	28.7	37.3	34.0
2013	*	*	*	27.1	60.0	12.9	17.4	60.7	21.9	2013	*	*	*	*	*	*	33.3	34.3	32.4

†College and Career Preparation (CCP) – 2012

‡Data from 2013

Reading

Mathematics

[&]quot;na" indicates too few students for School Progress rules or Subject was field tested. "*" indicates no students or fewer than 10 students in category. • E: English; • A: Algebra/Data Analysis; • B: Biology